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ABSTRACT

This document presents a comprehensive description of the Georgia Career Ladder program. An executive summary is offered which provides a brief overview of the program. The introduction presents essential information for understanding the mileu in which the program was conceptualized and developed. The main body of the document describes the program and includes discussions on: (1) the purpose of the program; (2) three options for career ladder programs; (3) five career ladder levels; (4) transition period provisions; (5) compensation; (6) teacher evaluation; and (7) productivity assessment. An outline of all the components of the three-year professional development plan includes examples of two typical productivity assessments, demonstrating how credit points are achieved by individual teachers. Further information is provided on: (1) extra responsibilities and duties; (2) the group productivity supplement program; (3) the local review team and the appeals process; (4) summative evaluation of an applicant's performance; (5) awards and allocation of career ladder funds; (6) transfers; and (7) program evaluation. The appendices offer more detailed descriptions of some salient elements of the program. (JD)

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THE GEORGIA CAREER LADDER FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOL PROFESSIONAL PERSONNEL

PROGRAM DESCRIPTION

DRAFT
OF
March 2, 1988

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Preface for ERIC Users

The Georgia Career Ladder Program represents a blending of interests and agendas of educators and the public. The developmental phase of the program has been longer than most. This resulted from a recognition by all involved that a program as complex as a career ladder for outstanding teachers must be carefully developed, tested and phased in if the result is to do more good than harm. We have been given the time.

This document is comprised of several elements, each of which plays a role in reader understanding of the Georgia approach. The executive summary is designed to give the reader a brief overview. The introduction provides essential information for understanding the mileu in which the program was conceptualized and developed. It points out the importance of Appendix D and the Task Force recommendations contained within the appendix. These recommendations, the results of compromise hammered out among dedicated individuals from the business community and the education community, represented the blueprint for the detailed design of the program.

The main body of the document, Chapters I - VII and IX - XVII describes the teacher career ladder program. Reference is made on page 10 concerning program development of career ladders for other professional education personnel. These programs are projected to be phased in as assessment instruments are validated and introduced statewide. Chapter VIII briefly describes the group bonus concept of the program which was designed to promote faculty cooperation. This phase of the program is projected to be implemented at an early date. The career ladder for teachers is expected to be phased in over a four or five year period with pilot sites already identified for school year 1988-89.

Jess Pat Elliott, Director
Career Ladder Program
June 1, 1988

THE GEORGIA CAREER LADDER
FOR
PUBLIC ELEMENTARY AND SECONDARY SCHOOL PROFESSIONAL PERSONNEL

The Georgia Career Ladder Program represents the thinking of many Georgians--those concerned with the day-to-day education of youth as well as those involved in guiding educational policy at state and local levels. The program is a true career ladder that strives to identify excellence and reward those outstanding educators both financially and professionally. It is a career enhancement program which provides opportunities for educational professionals to:

- advance in their fields of teaching, service, and leadership.
- receive additional compensation based upon outstanding performance and results in their assigned roles.
- accept additional duties and responsibilities and thereby further increase their salaries substantially.
- assist fellow professionals in improving their on-the-job performance.

The Georgia Career Ladder Program is designed to provide state direction for program outcomes, state funding and program review to support local school system program implementation and administration. Local boards of education will develop a career ladder program plan and submit it to the State Board of Education for approval. An approved plan enables a school system to receive Career Ladder state funds. The local program plans, developed in accordance with State Board of Education rules and regulations, must be designed with significant classroom teacher imput and have staff support. Otherwise the intended purposes of the Career Ladder Program will not be achieved.

Early in the development of the program, the Career Ladder Task Force, comprised of prominent educators and business leaders across Georgia, identified the following purposes for the program. The proposal is designed:

- to attract and retain competent teachers in the classroom.
- to motivate high level performance in assigned professional education roles.
- to promote continued professional development.
- to recognize and reward superior performance in assigned roles.
- to provide opportunities for education professionals to experience varied responsibilities and to share in the leadership of improving instruction within their respective schools and systems and the state.

The program seeks to identify outstanding educators who demonstrate sustained excellence in their assignments. Evidence of excellence will be required in four areas:

- Productivity, as seen in the academic achievement of students.
- Performance, as seen in the educator's on-the-job performance as a professional.
- Service, as seen in professional activities that help other educators.
- Growth, as seen in one's own efforts to personally improve as an educator.

An educator will be able to move sequentially through five career ladder levels.* Above the second level, the educator will receive additional salary and, if not a twelve month employee, will be eligible to extend their contract to assume additional responsibilities and/or duties. In order to move beyond the second level, an educator must apply to participate in an extensive three-year appraisal. Success during the appraisal period will entitle the educator to three years of career ladder status.

The appraisal will be based on a plan of action developed by the educator and his/her supervisor. A local Career Ladder Review Team, comprised primarily of fellow educators, will monitor the applicant's progress and, at the end of the three year appraisal, determine if the evidence of sustained excellence warrants career ladder status at the level requested. Career Ladder status above the second level is granted for three year periods of time based on the prior three year appraisal period. An educator may be in an appraisal period for the next higher level at the same time he/she is enjoying the benefits of the career ladder status already earned. Participation in career ladder levels above the second level is entirely voluntary.

State funds will be made available to a local school system for the career ladder program on the basis of the school system having a local program plan approved by the State Board of Education. The approved plan will govern local administration of the program and assure a high degree of program consistency across the state. The amount of state funds received will be based on the performance of students in the schools and the size of the school system. Because the composition of students in schools differs across the state, the socio-economic status of each school's student body will be used to set an expected performance level for the school system. The difference between actual performance and expected performance will affect the amount of funds each system will receive.

*However special provision is made for experienced educators to be able to immediately apply for higher levels on a one time basis.

The Georgia Career Ladder Program is primarily a state effort designed to identify outstanding educators who achieve on a sustained basis and reward them as individuals. However, many thoughtful people are concerned that a career ladder program may impede faculty collegiality and, thereby, reduce the effectiveness of the staff working as a team. Careful design and implementation of the Georgia Career Ladder Program should reduce fears of competitiveness and should promote a better understanding of the ways in which the program will facilitate cooperation. In addition, the group productivity component within the program directly rewards cooperation among staff to improve instruction and student achievement. This part of the career ladder program will reward entire school faculties for student achievement that exceeds expectations when the socio-economic characteristics of the student body are taken into account. Central office certified staff also may be rewarded through this program. Faculties of schools receiving the school award which are also in a school system producing outstanding achievement will benefit from both awards.

Amount of Individual Awards for School Faculties
Producing Outstanding Achievement

Productivity Relation to Expectancy	Full-Time Certified Staff	Full Time Instructional Aides
Highest	$600	$300
Next Highest	550	275
Third Highest	500	250

Amount of Awards to Employees of School
Systems Producing Outstanding Achievement

Full Time Central Office Staff	$500
Full Time Certified Staff in Schools	250
Full Time Instructional Aides in Schools	125

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INTRODUCTION

The Georgia Career Ladder Program represents the thinking of many Georgians--those concerned with educating youth across the state and those involved in guiding educational policy at state and local levels. The Governor-appointed Education Review Commission, which examined the condition of public education and whose recommendations are reflected in QBE, considered alternative career ladder approaches and recommended:

> "The adoption and further development of a career development plan that reshapes the compensation, training and evaluation structure to better recognize, utilize and support teachers' efforts at various stages in their career. These incentives should be built on top of a base salary which is professionally competitive."
>
> "It is intended that a professionally competitive base salary coupled with career development incentives will provide a framework for a balanced and comprehensive system of teacher compensation that will recognize proficient and productive performance of teachers and to reward them for it."

The Review Commission identified the following purposes for the Georgia Career Ladder Program:

1. Attract talented and academically-able individuals into teaching. It has been found that professions which are held in high public esteem are also professions for which compensation is provided at a significantly higher level than other professions. A professionally-competitive, market-sensitive salary for teachers is needed to provide an image of how valuable the teaching profession is.

2. Ensure that individuals who complete an approved program of professional development to become teachers enter the profession. Over the last decade the number of individuals entering teaching has been significantly lower than the number of individuals completing teacher preparation. The evidence is that many have been attracted to other professions by the lure of professional compensation.

3. Provide a means for the classroom teacher to earn a salary which is competitive with salaries of other professions for which a minimum of a bachelor's degree is required for entry into employment. It is essential to provide salary enhancements for teachers on a systematic basis to keep their compensation competitive with other professions and to remove the necessity for teachers to leave the classroom in order to obtain higher salaries.

4. Provide meaningful opportunities for teachers to work with their peers in improving and supporting the instructional program. There is strong evidence in the literature that teachers most often teach

in isolation and are dissuaded from seeking assistance in their teaching performance for fear of being termed incompetent. The literature further indicates that one of the best ways to improve the instructional program and to break this isolation is through teachers teaching teachers in a sharing environment.

5. Provide recognition and rewards for high-level teacher performance and student outcomes. The current two-dimensional, lock-step salary schedule based upon degrees and years of experience is a disincentive to high-level performance. The career ladder provides a third dimension which recognizes differences in performance and outcomes and rewards teachers who do make a difference.

The General Assembly concurred with the central theme of the Education Review Commission's recommendations and incorporated the Career Ladder Program concept into QBE. The law was modified in the 1987 General Assembly session; however, its basic direction remained unchanged. The revised law authorized and directed the State Board of Education:

> To devise career ladder programs for teachers and other professional personnel certificated by the state board which provide such personnel who demonstrate above average or outstanding competencies relative to their respective positions and exhibit above average or outstanding performance in executing their assigned responsibilities with salary supplements in recognition of such competency and performance.
>
> Achievement of students beyond the level that is typically expected for their ability shall be included in the performance criteria for any of the respective personnel categories when specified by the state board. The state board shall submit its policies and guidelines pertaining to the implementation of career ladder programs, along with the recommendations of the career ladder task force, to the General Assembly for review prior to submitting a request for funds to grant salary supplements under this program. The state board shall then grant sufficient funds to each local unit of administration to pay the salary supplements of all personnel awarded supplements under the career ladder programs, subject to appropriation of the General Assembly (20-2-213).

The State Board of Education appointed the Career Ladder Task Force, called for in the original legislation, in the summer of 1985 and it provided the State Board of Education with detailed recommendations in June 1986. The recommendations as presented to the State Board are found in Appendix D. The Task Force recommendations were studied carefully by the State Department of Education and plans for implementation were developed. A draft plan, designed to implement the recommendation of the Career Ladder Task Force was developed and presented to the State Board of Education and subsequently distributed to all schools and other interested parties for review and comment. The department continued the development of the personnel evaluation system and explored ways to use student achievement as a direct measure of teacher productivity in a manner appropriate for the Career Ladder Program as recommended by the Career Ladder Task Force Report.

In an effort to enhance the state board's options and take full advantage of the experience of other state education agencies and school systems, department staff carefully explored several basic alternatives including:

1) Ways to accommodate the concerns of many teachers.

2) Ways to promote local school system and local board commitment to an effective program.

3) Ways to enhance the productivity of staff within schools under the leadership of the local system based on a strategy adequately monitored by the State Board of Education.

The only alternatives considered were those which retained the key elements of the original recommendations reflecting consensus or near unanimous agreement within the Career Ladder Task Force. The proposal outlined in this document is one that staff believes will meet the needs of Georgia and be accepted by professionals and the public. This proposal seeks to extend the basic QBE philosophy of statewide direction setting with local system implementation within a framework of carefully developed outcome specifications and quality control.

Finally the proposal contains recommended funding levels for the several components of the program. These represent a balance between program purpose and budgetary realism. It is believed that the level of funding is obtainable with sufficient support for the program in the field. The funding level is definately consistant with the expectations of the Governor's Review Commission and the Career Ladder Task Force.

CAREER LADDER PROGRAM TERMINOLOGY

Appraisal Period - The three-year period in which an applicant is assessed based on the established performance standards. During the three-year period, the Professional Development Plan contains many of the activities required for a sucessful appraisal.

Career Development Model - The perspective through which teachers will be evaluated in order to assess an individual teacher's qualifications regarding on-the-job performance. This perspective structures teaching as a professional occupation comprised of three roles (instruction, classroom management and counseling) and three functions (planning, implementation and evaluation). Also this perspective structures teaching as a professional career which developes in stages (establishment, adaptation and extension). Intensive decision making is the essential skill of the professional teacher and unites the roles and functions of the profession with the career stages of the individual.

Career Ladder - The Georgia Career Ladder is a career development program for education professionals who chose to advance in their fields of teaching, service and leadership and to receive additional compensation for outstanding performance and for additional contracted responsibilities and duties.

Career Ladder Applicant - A teacher, instructional leader or other certified staff who is eligible to apply for Career Ladder status and has made application in accordance with the timetable and rules established by the local school system.

Career Ladder Performance Evaluation - Assessment processes developed for use in evaluating on-the-job performance of teachers who apply for career ladder status at levels III, IV and V. The term refers to processes beyond the scope of the Georgia Personnel Evaluation System, which will also be used in determining Career Ladder status eligibility. The Performance Evaluation processes will be based on the Career Development process which focuses on the roles and functions of teaching and the stages of an individual teacher's career development.

Career Ladder Points - A means of assessing the performance of applicants and the results of their work for Career Ladder appraisal purposes. A specified number of points must be earned by an applicant for the career ladder. These points are earned in the four Career Ladder areas and must be congruent with the applicant's goals as identified in the Professional Development Plan.

Career Ladder Supplement - Additional salary paid to Career Ladder status participants in an amount determined by the Career Ladder Level earned by the participants. Supplements are usually earned for a three-year period. Career ladder supplements are comprised of two parts. The incentive award is one part and is a uniform amount for each career level. If a career ladder status teacher elects to take on extra duties and/or responsibilities then the teacher may also earn responsibility pay.

Career Ladder Teacher - A career ladder teacher applicant who has successfully completed the three-year appraisal period and is on Level III, IV or V of the Career Ladder. A career ladder teacher receives a monthly incentive award and may choose to extend his/her duties and responsibilities, thereby receiving responsibility pay.

Dimension (On the Performance Evaluation Instrument) - The lowest level of detail on which a summative rating is determined and recorded for personnel evaluation purposes.

Eligibility (For Career Ladder Appraisal) - An applicant must complete his/her Professional Development Plan and earn the required points over a three year appraisal period to qualify for career ladder status at a supplemented level. Eligibility requirements are found in Section III.

Eligibility (For Career Ladder Status) - An applicant must complete his/her Professional Development Plan and earn the required points over a three year appraisal period to qualify for career ladder status. State requirements are found in Section III.

Extra Responsibilities/Duties - Duties or responsibilities voluntarily assumed by Career Ladder teachers whose primary responsibility remains in the classroom. The Career Ladder teacher may be given released time for performing certain activities, which include assisting new or at risk teachers in improving their classroom instructional skills.

Georgia Personnel Evaluation System - A statewide evaluation system mandated by QBE and currently under development by the Georgia Department of Education. The system is being designed to enable local boards of education to determine if the performance of certified staff meets the criteria for continued employment and/or eligibility to apply for advanced levels of the career ladder.

Group Productivity Supplement - A supplement earned by certificated personnel and instructional aides on the basis of their school or school system producing student academic achievement at a level above expectation for the school or school system established by the State Board of Education. The expectation established by the State Board will be based upon the composition of the student body.

Individual Development Option - A procedure for extending an appraisal period by one year if an applicant fails to earn the required number of Career Ladder points and meets the criteria described in Section VIII. D.

Instructional Leaders - Central system staff and building administrators who hold L (Leadership) certificates and are assigned instructional leadership duties at least half time.

Letter of Intent - A component of the application process in which the applicant indicates the Career Ladder level he or she will work toward.

Local Review Team - A formal committee with several critical responsibilities for Career Ladder program operations. They are described in Section XI.

Local School System Plan -- The program plan developed by the local school system and approved by the State Board of Education. The plan will govern the development and implementation of the Career Ladder Program within the local school system. Approval of the plan by the State Board of Education will entitle the local school board to receive its allocation of Career Ladder Funds.

Mentor Teacher - A Career Ladder level IV or V teacher who assumes the responsibilities of assisting and guiding new teachers. The mentor teacher takes a direct interest in and contributes to the professional development of the beginning teacher.

Non-Teaching Certified Personnel - Certified personnel who are not eligible for either teacher or instructional leader career ladder programs. All professionals holding a S (Service) certificate who are full time employees of a local school system.

Peer Coach - A Career Ladder level IV or V teacher who assumes the responsibility of assisting other experienced teachers having difficulties in one or more areas of teaching.

Performance Rating - The rating received by an individual in the annual Personnel Evaluation System.

Professional Development Plan - A three-year plan required of all career ladder applicants. The Plan specifies the applicant's goals and the activities planned to meet these goals. It is described in Section VIII.

Professional Growth - Component of career ladder appraisal process dealing with academic and staff development activities.

Professional Growth Units - A measurement unit to convert growth activities into Professional Growth points. The Professional growth units are based on the time required and nature of the growth activity. This process is described in Section VIII. E.

Professional Service - Component of career ladder appraisal process dealing with professional activities and responsibilities.

Professional Service Units - A measurement unit to convert professional activities into professional service points. The professional service unit is based on the time required, difficulty and impact of the activity. This process is described in Section VIII. E.

Released Time - The time a career ladder teacher is released from his/her classroom duties in order to assume certain additional responsibilities. Criteria for released time are found in Section IX A.

Specific Skill Development Plan - The staff development plan required of all personnel with three or more years experience in their present position who have deficiencies identified through their annual performance evaluation. The purpose of this plan is the remediation of the identified deficiencies. Activities identified within an individual's plan may not be used to qualify for career ladder status.

Student Day - The portion of the teacher day in which the students are physically present at school. The student day includes the entire acedemic day.

Teacher - Personnel who have the T (Teacher) certificate, are full time employees of a local school system and teach at least half time.

Teacher Day - The period of time between the required arrival at school and when the employee normally leaves. The teacher day includes the entire eight hours per day included in the 190 day contract year.

Teacher Performance - Component of Career Ladder dealing with the assessment of the classroom performance of the teacher.

Teacher Productivity - Component of career ladder appraisal process dealing with the academic and behavioral performance of students within the teacher's classroom.

The Three-Year Plan - An informal term which refers to the Professional Development Plan.

Transition Period - A one-time opportunity for outstanding staff with at least eight years of experience to apply for the upper career ladder levels without completing previous levels. It is described in Section IV.

I. PURPOSE OF THE CAREER LADDER PROGRAMS

The Georgia Career Ladder is a career enhancement program which provides opportunities for education professionals to:

- advance in their fields of teaching, service, and leadership.
- receive additional compensation based upon outstanding performance in their assigned roles, academic and professional leadership, and professional growth.
- accept additional duties and responsibilities and thereby substantially increase their salaries.
- assist new and/or struggling teachers in improving their on-the-job performance.

The Georgia Career Ladder Program is designed to provide state direction for program outcomes, state funding and program review to support local school system program implementation and administration. Local boards of education will develop a career ladder program plan and submit it to the State Board of Education for approval. School systems may choose to collaborate on the portion of the plan dealing with the selection of a Review Team and jointly operate a Review Team.

An approved plan enables a local school system to request its Career Ladder allotment of state funds. The local program plans, developed in accordance with State Board of Education rules and regulations, must be designed with significant classroom teacher imput and have staff support. Otherwise the intended purposes of the Career Ladder Program will not be achieved.

Adequate training of staff to effectively carry out the processes must be assured. The Georgia Education Leadership Academy will assist local systems in training activites and in the development of training programs of a turn-key nature that will enable any system to do some of their own training.

The Career Ladder Task Force recommended, and the State Board of Education strongly supports, the following purposes for the Georgia Career Ladder Program.

- to attract and retain competent teachers in the classroom.
- to motivate high level performance in assigned professional education roles.
- to promote continued professional development.

- to recognize and reward superior performance in assigned roles

- to provide opportunities for education professionals to experience varied responsibilities and to share in the leadership of improving instruction within their respective schools and systems in the state.

II. THREE CAREER LADDER PROGRAMS

An individual may participate in only one Career Ladder Program at a time. Determination of the appropriate Career Ladder Program will be made by the individual and his/her immediate supervisor based upon the definitions below.

A. Teacher's Career Ladder Program

For all personnel who hold the T (Teacher) certificate, or a Life equivalent, who are full-time employees of a local school system and who teach at least half time.

B. Instructional Leader's Career Ladder Program

For all system superintendents; for all central system staff who are full time employees and hold the L (Leadership) certificate, or a Life equivalent, and who are assigned instructional leadership duties (e.g., design, implementation and/or evaluation of curriculum and instruction, including the evaluation of instructional staff) for at least half time; for all school based staff who are full time employees and assigned as school principals or assistant principals with the L (Leadership) certificate, or a Life equivalent, and are assigned instructional leadership duties for at least half time. (Building administrators who spend over half of their time in activities related to discipline, extracurricular activities, facility and support service management, etc., are not eligible for the instructional leaders career ladder but are eligible for the Non-Teaching Certified Personnel Career Ladder Program.)

C. Non-Teaching Certified Personnel Career Ladder Program

For all certified personnel who, because of their assignment, are not eligible for the other two career ladder programs, including general administrators, and all professionals holding the S (Service) certificate or Life equivalent.

The Georgia Career Ladder Program is envisioned for all Certificated staff employed by local boards of education with primary responsibilities for programs related to the education of the kindergarten through twelfth grade students. The cost and complexity of the program indicates the need to phase it in over several years. The initial program will be made available to classroom teachers K-12 including teachers of the mentally retarded, behavior disordered, severely emotionally handicapped, visual, hearing and speech impaired, learning disabled, the multi-handicapped and the gifted students.

III. FIVE CAREER LADDER LEVELS

Each program described above contains five levels. Levels I and II are automatically obtained when the individual meets the requirements. Requirements for Levels I and II parallel Georgia certification requirements. Levels III, IV and V must be applied for and, upon successful completion of the appraisal process, result in supplementary compensation for three years when certain conditions continue to be met. Only full-time, certified employees who are under contract to a local Board of Education and whose assignments are directed toward instructional and support programs at the K-12 level are eligible to apply for career ladder status. Supplements paid to persons not covered by the preceding statement must be paid from funds other than those received for career ladder program purposes.

A. Level I

Level I is automatically assigned to full-time, certified staff with less than three years of verified, successful experience as an educator, or staff with three or more years experience currently employed on the basis of a non-renewable certificate.

B. Level II

Level II is automatically assigned to full-time, certified staff with at least three years of verified, successful experience as an educator, with professional certification in the field(s) of his/her assignment, and who has not entered Career Level III, IV, or V.

C. Level III

Level III is assigned to full-time, certified staff who have applied for and meet all the requirements for Career Level III. The educator must be recommended by the appropriate school system review team, based on the review team's assessment of the applicant's behavior or accomplishments in each of the following areas:

On-the-job Performance
Productivity
Professional Growth
Professional Service

The local board of education will make the determination after considering the recommendations of the review team and the superintendent. In the table entitled, "Career Ladder III Requirements," is a summary of the appraisal period requirements and what it takes to qualify for Level III supplements.

TABLE III 1
CAREER LADDER III REQUIREMENTS

I. Entry Requirements for the Appraisal Period

A. Apply for Career Ladder III Appraisal in the manner established by the local system program plan.

B. Receive no rating below satisfactory on the Georgia Personel Evaluation System for the school year in which application for Career Ladder Appraisal is made. Additional requirements may be added when the evaluation system is implemented statewide.

C. Newly employed teachers possessing the appropriate renewable Georgia teacher certificate or equilivant life certificate may apply for Career Ladder appraisal during the first 30 days of employment, if the teacher has at least one full year of successful teaching experience in a Georgia public school as evidenced by his/her rating on the Georgia Personnel Evaluation System.

D. Newly employed teachers from out-of-state who possess a renewable Georgia teaching certificate may apply for Career Ladder appraisal during the first 30 days of employment if the teacher has at least two full years of successful teaching experience outside Georgia within the last three years. Otherwise, an employed teacher with experience in another state and none in Georgia must complete a year of teaching before the teacher may apply for Career Ladder Appraisal.

II. Requirements Which Must Be Met Early in the Appraisal Period

A. By October 1 of the first year of the appraisal, have or be fully qualified to receive a renewable teaching certificate or equivalent life certificate appripriate for the applicant's job assignment.

B. By October 30 in the first year of appraisal, have a three-year Professional Development Plan written and agreed upon by the applicant, the applicant's supervisor and the Career Ladder Review Team.

III. Qualifying for Career Ladder Level III Status

A. Meet all goals and requirements of an approved Level III Three-Year Professional Development Plan, including at least the following components:

1. Meet the Professional Growth requirements by

a) Having a higher degree in the applicant's area of teaching conferred.

TABLE III 1
CAREER LADDER III REQUIREMENTS
Contd.

b) If the applicant holds a Bachelor's degree, earn fifteen quarter hours of college credit or the equivalent in staff development units.

c) If the applicant holds a Master's degree, earn nine quarter hours of college credit or the equivalent in staff development units.

2. Earn a minimum of 160 points over the three-year appraisal, including:

a) At least 44 points in Teacher Performance
b) At least 36 points in Professional Service
c) At least 36 points in Professional Growth
d) At least 20 points in Teacher Productivity

B. Take the professional knowledge test.

C. Receive no rating below satisfactory on the Georgia Personnel Evaluation System for the three-year appraisal period.

Individuals who have qualified for Level III Supplements may apply for career ladder status in the subsquent three year period at one of the these levels:

1. Career Level IV, representing movement up the ladder.

2. Career Lever III, representing no change in level.

3. Career Level II, representing a decision not to continue on a career ladder level providing a supplement.

D. Level IV

Level IV is assigned to full-time certified staff who have applied for and met all of the requirements for Level IV. The educator must have been recommended by the school system review team based on the review team's assessment of the applicant's behavior and accomplishments in each of the follow areas:

On-the-job Performance
Productivity
Professional Growth
Professional Service

When compared to the requirements established for Level III, Level IV requirements must indicate a higher performance standard in the areas of Performance, Productivity, and Professional Service. The local board of education will make the determination after considering the recommendations of the review team and the superintendent. Qualification requirements are summarized in the table entitled, "Career Ladder IV Requirements".

Individuals who have qualified for Level IV Supplements may apply for career ladder status in the subsquent three year period at one of the these levels:

1. Career Level V, representing movement up the ladder.

2. Career Level IV, representing no change in level.

3. Career Lever III, representing movement to a lower level and lower supplement.

4. Career Level lI, representing a decision not to continue on a career ladder level providing a supplement.

TABLE III 2
CAREER LADDER IV REQUIREMENTS

I. Entry Requirements for the Appraisal Period

A. Be on Level III of the Career Ladder or a teacher with eight or more years experience who qualifies for transition period advancement.

B. Apply for Career Ladder IV Appraisal in the manner established by the local system plan.

C. Receive no ratings below satisfactory on the Georgia Personnel Evaluation System for the previous three years.

D. By October 30 in the first year of the appraisal, have a three-year Professional Development Plan written and agreed upon by the applicant, the applicant's supervisor and the Career Ladder Review Team.

II. Qualifying for Career Ladder Level IV Status

A. Complete a minimum of three years as a Level III teacher (except for teachers who qualify for transition period advancement).

B. Receive no rating below satisfactory on the Georgia Personnel Evaluation System for the three year appraisal period.

C. Meet all goals and requirements of an approved Level IV Three Year Professional Development Plan, including at least the following components.

1. Meet the Professional Growth requirements by

a) Having a higher degree in the applicant's area of teaching conferred.

b) If the applicant holds a Bachelor's degree, earn fifteen quarter hours of college credit or the equivalent in staff development units.

c) If the applicant holds a Master's degree, earn nine quarter hours of college credit or the equivalent in staff development units.

2. Earn a minimum of 240 points over the three year appraisal period, including

a) At least 60 points in Teacher Performance
b) At least 36 points in Professional Growth
c) At least 40 points in Professional Service
d) At least 40 points in Teacher Productivity

E. Level V

Level V is assigned to full-time certified staff who have applied for and met all of the requirements for Level V. The educator must have been recommended by the school system review team based on the review team's assessment of the applicant's behavior and accomplishments in each of the follow areas:

On-the-job Performance
Productivity
Professional Growth
Professional Service

When compared to the requirements established for Level IV, Level V requirements must indicate a higher performance standard in the areas of Performance, Productivity, and Professional Service. The local board of education will make the determination after considering the recommendations of the review team and the superintendent. Qualification requirements are summarized in the table entitled, "Career Ladder V Requirements".

Individuals who have qualified for Level V Supplements may apply for career ladder status in the subsquent three year period at one of the these levels:

1. Career Level V, representing continued participation at the top of the Career Ladder.

2. Career Level IV, representing movement to a lower level and lower supplement.

3. Career Level III, representing movement to a lower level and lower supplement.

4. Career Level II, representing a decision not to continue on a career ladder level providing a supplement.

TABLE III 3
CAREER LADDER V REQUIREMENTS

I. Appraisal Period Requirements

A. Be on Level IV of the career ladder or a teacher with fifteen or more years experience who qualifies for transition period advancement.

B. Apply for Career Ladder V Appraisal in the manner established by the local system plan.

C. Receive no rating below satisfactory on the Georgia Personnel Evaluation System.

D. By October 30 in the first year of the appraisal, have a three-year Professional Development Plan written and agreed upon by the applicant, the applicant's supervisor and the Career Ladder Review Team.

II. Qualifying for Career Ladder Level V Status

A. Complete a minimum of three years as a Level IV teacher (except for teachers who qualify for transition period advancement).

B. Receive no rating below satisfactory on the Georgia Personnel Evaluation System for the three year appraisal period.

C. Meet all goals and requirements of an approved Level V Three Year Development Plan, including at least the following components

1. Meet the Professional Growth requirements by

a) Having a higher degree in the applicant's area of teaching conferred.

b) If the applicant holds a Bachelor's degree, earn fifteen quarter hours of college credit or the equivalent in staff development units.

c) If the applicant holds a Master's degree, earn nine quarter hours of college credit or the equivalent in staff development units.

2. Earn a minimum of 320 points over the three year appraisal period, including

a) At least 76 points in Teacher Performance
b) At least 36 points in Professional Growth
c) At least 60 points in Professional Service
d) At least 60 points in Teacher Productivity

IV. TRANSITION PERIOD

Many outstanding staff are well into the middle years of their career and will not be able to benefit from the higher levels of the career ladder before they retire if the normal eleven-year-advancement cycle pertains. To address this problem, a school system plan may incorporate special provisions for outstanding staff who have at least eight years of successful experience (see C and D below).

A. All personnel with three years of successful experience as a certified professional will be placed on Level II of the appropriate Career Ladder, effective the first year of Career Ladder implementation.

B. Three school years later, the above personnel may achieve Career Level III status, provided he/she has submitted and successfully carried out an approved Three-Year Professional Development Plan and met all the other requirements for Career Level III.

C. At the beginning of the fourth year of the program only, all certified personnel who have at least fifteen years' professional school experience, with the last five years in their present area (teaching, non-teaching certified, instructional leader), may attain Career Level IV or V. Such awards shall be based upon the applicant having submitted a Three-Year Professional Development Plan for the appropriate level by April 30 of the year preceding the first year of implementation and having met all other requirements for Career Level IV or V.

D. At the beginning of the fifth year of the program only, all certified personnel who have at least eight years' professional school experience, with the last five years in their present area (teaching, non-teaching certified, instructional leader), may attain Career Level IV. Such awards shall be based, in part, upon submitting a Letter of Intent and a Three-Year Professional Development Plan for Career Level IV by April 30 of the second year of the Career Ladder implementation and having met all requirements of that program.

For an additional year on Career Level III, an individual with eight to fourteen years of experience may apply for Career Level III at the time the program is implemented and be placed on Level III after the third year. By application on the above transition route for Level IV at the beginning of the second year, the individual may move to Level IV after one year on Level III.

E. Eligible personnel who do not choose to take advantage of these transition period procedures the year they are offered will be required to begin by qualifying for Career Level III, if they later decide to apply for advancement on the Career Ladder.

V. CAREER LADDER STATUS TEACHER COMPENSATION

After the successful completion of a three-year appraisal period, the individual is provided several alternatives for contract periods during the three years he/she has career ladder status. The alternatives represent differing levels of effort and responsibility. The teacher may:

- elect to continue teaching with no change in the type of assignment and responsibilities.
- elect to assume additional responsibilities during the regular school year (e.g. serve as a mentor for beginning teachers or assist at-risk teachers in improving their performance).
- elect to assume additional responsibilities and greater work load during and beyond the regular school year (e.g. teach at-risk students outside regular class time, coordinate a major curriculum development activity).
- elect to assume a greater work load beyond the school year (e.g. teach students outside the regular school year, develop curricular materials).

The teacher is free to select the first of these options without regard to the needs of the school system. The other options will involve the teacher and his/her supervisor developing a scope of work that meets the needs of the school system as well as the needs of the career ladder teacher. Final approval of the scope and nature of work and the contract is the responsibility of the local board and superintendent, in accordance with procedures contained in the approved local system career ladder program plan.

The maximum supplement a career ladder teacher at Level V may receive will approximate the difference between the typical experienced teacher's salary and the typical salary of senior professionals in a group of professions which have equivalent entry requirements to education.* The table on the next page contains the basic elements of the Career Ladder Program, including the salary ranges at each level based on the 1987-88 state minimum salary schedule and the typical salary of the senior professionals in fields with equivalent entry

*Employees with master's degrees at the top experience step will receive compensation comparable to that of senior managers in the private sector. The annual survey for senior managers will include:

Attorney	Internal Auditor	Chemist
Accountant	Systems Analyst	Traffic Rate Analyst
Budget Analyst	Economic/ Financial Analyst	Software Programmer
Geologist	Credit Representative	Applications Programmer
Cost Accountant		Tax Accountant
Data Processor		Technical Librarian

3. Participation in professional growth activities. An applicant may meet the professional growth prerequisites by having an earned, higher degree in his/her area of assignment conferred during the three-year appraisal period. Additional degrees at the same level and honorary degrees may not be used in lieu of coursework or staff development. An individual with a Master's degree must have conferred a specialist or doctorate in order to qualify. The degree must be received from a regionally accredited institution of higher learning.

If a degree is not conferred during the three-year appraisal period, an applicant may choose one of two paths to fulfill the prerequisites for professional growth activities.

a) If an applicant holds a Bachelor's degree, he/she is required to complete fifteen quarter credit hours of upper-level undergraduate or graduate level coursework or the equivalent in professional staff development units during the three-year appraisal period.

b) If an applicant holds a Master's degree or higher, nine quarter hours of graduate level courses or its equivalent in professional staff development units is required.

All coursework or staff development must address the applicant's goals/needs as identified in the applicant's Professional Development Plan. Specific approval for a course or staff development activity should be obtained prior to the beginning of the activity. In each case, the approval must be obtained prior to the completion of the activity. Credit may be earned in state-approved staff development programs and/or in college courses from a regionally-accredited institution.

All teachers making an initial application for Career Ladder Level III must take a professional knowledge test. The knowledge test now under development will cover general knowledge, pedogogy, communication, problem-solving and decision making. Each applicant will be required to take the test one time only when he/she makes initial application. There is no minimum score required for career ladder status. However, the better an applicant performs on the test, the less professional growth activites are required to achieve career ladder status. The test may be retaken if the applicant chooses to do so.

4. Teacher Productivity demonstrated through evidence of significant student achievement. As a part of the Professional Development Plan, each applicant and his/her supervisor must develop a set of instructional objectives

TABLE V 1
THE BASIC ELEMENTS OF THE CAREER LADDER PROGRAM

CAREER LADDER LEVEL	THE CAREER LADDER PROGRAMS			COMPENSATION	TEACHER'S SALARY RANGE *
C A R E E R L A D D E R L E V E L	Teacher Level I	Instructional Leader Level I	Non-Teaching Certified Personnel Level I	Regular Salary; No Supplement	$16,352 to $19,438
	Teacher Level II	Instructional Leader Level II	Non-Teaching Certified Personnel Level II	Regular Salary; No Supplement	$18,744 to $33.462
	Teacher Level III	Instructional Leader Level III	Non-Teaching Certified Personnel Level III	Regular Salary; Incentive Award; Responsibility Pay**	$21,500 to $39,944
	Teacher Level IV	Instructional Leader Level IV	Non-Teaching Certified Personnel Level IV	Regular Salary; Incentive Award; Responsibility Pay**	$24,865 to $44,660
	Teacher Level V	Instructional Leader Level V	Non-Teaching Certified Personnel Level V	Regular Salary; Incentive Award; Responsibility Pay**	$27,429 to $49,376

* All salaries are based on the School Year 1987-8 state minimum salary schedule. At Level I, the salary range reflects the entry level pay based on BT-4 certificate and the second step based on BT-5 certificate. At Level II the salary range reflects the third step based on a T-4 certificate and the L4 step based on the T-7 certificate. At Level III, the salary at the low end of the range is based on the fourth step of the T-4 certificate. The high end of the range at Levels III, IV and V is based on the L4 step of the T-7 certificate and additional work at the maximum number of days provided for at each level. The low end of the range for Level IV is based on the seventh step of the T-4 certificate and a contract period of 190 days. The low end of the range for Level V is based on the L2 step of the T-4 certificate.

**A teacher at Career Ladder Levels III, IV and V may negotiate up to an additional 10 days into his/her regular school year contract by taking on extra responsibilities and duties during the school year. In addition, a Level III teacher may negotiate up to ten more days during the summer into his/her contract by taking on extra duties during the summer. A level IV teacher may negotiate twenty more days and a Level V teacher may negotiate 30 more days.

requirements to education. With the implementation of the Career Ladder Program, the State Board of Education will annually conduct a study of the salary differences to estimate the appropriate amount of the Career Ladder Level V supplement for the upcoming school year. This amount will be the basis for the appropriation request.

In November, 1987, the analysis of March 1987 salaries was undertaken and the supplement amount for a Level V teacher with a 230 day contract would be approximately $14,500. Almost half of the amount would result from the teacher being employed the additional 40 days. The remainder would result from the supplement linked directly to the 190 regular term contract. A classroom teacher with a T-5 certificate on the L4 step who worked a 230 day contract period would earn a salary equal to the typical 12 month salary for a mid-career non-educator. A Level V teacher with a lower position on the regular salary schedule would earn somewhat less.

Career Ladder teachers at Level III and IV would not be able to increase their salaries as much as a Level V teacher may. However, a Level III teacher may earn a supplement as high as $5,768. At a minimum, a Level III teacher would receive an additional $2,250. A supplement of that amount is based on no expansion of the teacher's duties. The upper and lower bounds of career ladder supplements that may be enjoyed by teachers at each career ladder level can be determined by comparing the salary range for Level II teachers, the fully professional teachers receiving no career ladder supplement, with Level III, IV and V salaries. The salary information is contained in the preceeding table.

VI. THE ROLE OF THE ANNUAL PERFORMANCE EVALUATION

A. Georgia Personnel Evaluation System

The Georgia Personnel Evaluation System is currently under development by the Office of Evaluation and Personnel Development. The system is being designed to enable local boards of education to determine whether the performance of certified staff meets the criteria for continued employment and eligibility to apply for Level III, IV and V of the Georgia Career Ladder Program. The developers are also investigating other performance assessment that may be used in addition to the statewide evaluation system. The Office of Evaluation and Personnel Development will design instruments and processes to be used to validly determine performance levels qualifying applicants for the upper levels of Career Ladder.

The performance assessments resulting from the Georgia Personnel Evaluation System are essential to the successful implementation of the Georgia Career Ladder program. As the only statewide system in Georgia for assessing personnel performance, it will play a central role in identifying educators eligible for Career Ladder Levels III, IV and V. It will also be used to assure continued satisfactory performance during the three years of compensation after being awarded career ladder status.

The following requirements can be identified for this stage of development on the Georgia Personnel Evaluation System:

1. In order to initially apply or reapply to enter Level III of the Career Ladder, a participant must receive a satisfactory rating on the evaluation instrument for the year preceeding application to Career Ladder Level III.

2. An applicant for any level of the Career Ladder above Level II must receive a satisfactory rating on the "Duties and Responsibilities" component of the evaluation process during each year he/she is being appraised.

3. An applicant must receive a rating on the Georgia Personnel Evaluation System each year of the appraisal period that signifies above average or outstanding performance as required by law.

4. If a participant falls below the required performance rating established for his/her Career Ladder Level for one of the three appraisal years, the participant may be provided an avenue through which a marginal performance rating may be adjusted. The local school system may have a process for permitting participants to eliminate a single year of marginal performance if that process is incorporated into the local system plan and it is made equally available to all potential users.

5. If the participant falls below the required performance for two of the three years of the assessment period, he/she must be lowered one level on the Career Ladder at the end of the three year cycle.

6. All staff observing career ladder participants as part of the appraisal process must receive the required training through the Georgia Education Leadership Academy or a training program approved by the Academy.

B. Career Development Assessment

Additional assessment may be necessary to supplement the Georgia Teacher Evaluation System data. The supplemental assessment will flow from developmental work currently underway to identify the attributes of the outstanding teacher and to use those attributes, when widely accepted as appropriate, as a source of criteria for assessment.

Teachers and administrators in Arizona have been engaged in developing pilot career ladder programs. The teachers in Arizona have developed a framework for examining the role of the teacher which shows promise in career ladder personnel assessment in Arizona and may be equally appropriate in Georgia. The framework identifies three roles of teaching that are widely acknowledged to exist. The teacher is recognized to engage in activities in the roles of:

instructor
classroom manager, and
counselor.

In the Arizona proposal* these roles are placed in a societal context and described in the following manner:

> "Teacher responsibilities can be defined in terms of the (a) purposes or outcomes that they are expected to achieve and (b) the general steps or processes they follow in carrying out their work. There is, however, no general agreement on the purposes that teachers are meant to serve; for example, the outcomes they are expected to achieve, the steps they either do or should follow, or how best to characterize the wide variety of specific things that teachers do.

*AEA Teacher Compensation Task Force. Career Development System: A Proposal to Attract, Retain, and Motivate Quality Educators and to Increase Student Performance in the State of Arizona. February 1986. 72 pages.

The situations teachers face vary widely and unpredictably, largely as a consequence of the nature of their work.

Teaching involves intensive and extensive interaction with large numbers of people, particularly students, and the needs and abilities of their students themselves vary and are constantly changing.

Teachers are expected to promote equality and excellence, teach specific bodies of subject matter and promote acquisition of learning and skills. They also must respond to individualize students' particular needs, foster independence and creativity, and 'maintain standards' and discipline. As a consequence, their relationship with students is sometimes that of manager to subordinates, sometimes that of counselor to clients, and sometimes that of artist to 'canvas': they work over, with, for and 'on' their students, sometimes as individuals and sometimes as a group.

The instructional role encompasses those skills needed to determine, implement, and evaluate subject area goals, objectives and processes used in helping students acquire certain knowledge and skills.

Instruction could include such activities as formulating goals and activities, selecting material and equipment, identifying school and community resources (parental involvement), keeping records, budgeting, speaking, listening, communicating, observing and writing tests.

Classroom Management is defined as those skills needed to organize and direct student activity.

Classroom Management could include such activities as formulating standards for student behavior, developing classroom routines and procedures, and identifying resources.

Counseling focuses on those skills used in meeting individual and group academic needs and motivational techniques.

Counseling could include such activities as formulating strategies for developing and understanding of the dignity and worth of self and other people and developing strategies for interaction among students."

In addition to the three roles of teaching, the Arizona teachers identified three teaching functions:

> Planning, which involves the design and selection of instructional or other processes to be used to achieve instructional or other purposes.
>
> Implementation, which involves actually carrying out the plan in an effort to achieve its results.
>
> Evaluation, which involves the review of the original plans and implementation to determine the degree of success. The functions are present in each of the roles.

Therefore, the framework can been represented by the two dimensional chart which follows:

Basic Career Development Framework

Decision-Making Roles	Decision-Making Functions		
	Planning	Implementation	Evaluation
Instruction	Instructional Planning Skills	Instructional Implementation Skills	Instructional Evaluation Skills
Classroom Management	Management Planning Skills	Management Implementation Skills	Management Evaluation Skills
Counseling	Counseling Planning Skills	Counseling Implementation Skills	Counseling Evaluation Skills

This framework clearly communicates that decision-making is the primary teaching skill. In the final analysis outstanding teachers understand that they must constantly make informed decisions, recognizing the direct consequences those decisions have on others, especially students. Outstanding teachers knowor recognize their decision making-responsibilities. They are also adept in making appropriate decisions. It is likely that their success results from the following broad characteristics.

The Outstanding Teacher:

- is knowledgeable.
- respects self and others.
- appreciates learning, thinking, and communicating.
- demonstrates values.
- facilitates successful learning.
- recognizes and accepts change and ambiguity.
- serves as a model of an educated person.
- participates in the profession.
- seeks to grow as a professional.
- understands the role of schooling in American society.
- makes conscious decisions about his/her own teaching behavior.

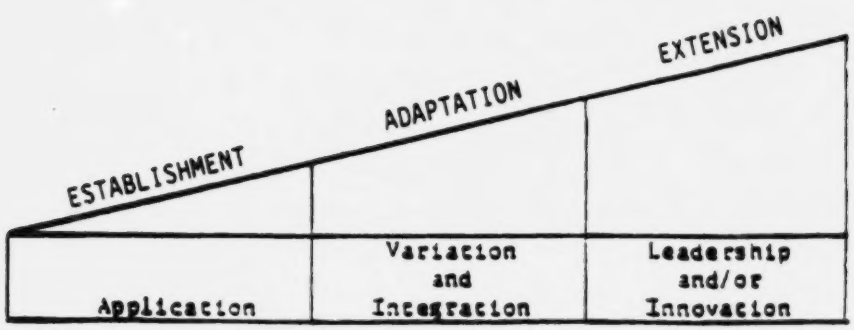
The Arizona teachers added a third dimension to their framework as they described their proposal. They pointed out that the:

- "roles and functions of teaching remain constant over time. The style of decision-making changes. This change in form is called development, and development is viewed as it occurs along the continuum marked by three stages called <u>establishment</u>, <u>adaptation</u>, and <u>extension</u>. These stages provide, then, three developmental levels.

- The existence of three different levels seems fair and reasonable, for one would not expect a beginning teacher to perform at the same developmental level established for the experienced teacher.

- Each stage of decision-making can be used to describe three successive levels of career development. The levels are portrayed in the following chart.

<u>Stages of Career Development</u>



Each stage is marked by a form of decision-making:

- Upon entry into the profession, teachers make decisions about how to establish their basic knowledge and skills in practice.

- As teachers gain experience, they make decisions about how to adapt their basic knowledge and skills to changing teaching situations through variation and integration.

- In time, teachers acquire decision-making powers that enable them to extend their knowledge and skills, leadership and innovation.

It is apparent, then, that the development of skills by a teacher is a career-long process, the progression of skills during practice of the profession. Our focus has been on the teaching profession for which one is explicitly trained and in which one works with some expectation or hope of permanency; that is one who trains to become a teacher and enters the field does so with the belief that a lifetime practice is possible given competent application of knowledge and skill.

The definition of career development clearly implies active promotion of teaching skills; that is, teachers make a conscious effort to further their skills, to bring into play more powerful ways of practicing their profession."

Career Development appraisal provides an annual means to recognize professional growth stages as part of the Georgia career ladder appraisal process. In Arizona the profession is exploring specific ways to assess individual's status with respect to the growth stages. We should follow their lead.

VII. INDIVIDUAL PRODUCTIVITY

Measures of student achievement must be an essential part of the qualification requirements for entry into Career Ladder Level III, IV or V.

A. Productivity Assessment for Classroom Teachers

Applicants for level III, IV, and V in the teacher career ladder program must be able to document significant student performance for at least two of the three years of the appraisal period. The method of documenting significant student performance within the teacher's classroom will be determined jointly by the teacher and his or her supervisor. Final authority rests with the Career Ladder Review Team as set forth in the local system program plan. The teaching assignments of classroom teachers vary significantly across school systems and even within the same school. Because of that diversity, substantial discretion must remain with the applicant and supervisor concerning the specific details of a proposed method to document significant student performance. The Georgia Educaton Leadership Academy will provide training on appropriate and effective methods of assessing teacher productivity. More detail about productivity assessment is found in Section VIII, Three-Year Professional Development Plan (see VIII. A. 4.).

The school system must establish an effective process to enable the Comprehensive Evaluation (state standards) Review Team to assess the degree to which the productivity assessments are carried out as approved and represent bona fide documentation of outstanding productivity as intended by the General Assembly.

The assessment of teacher productivity must be based on the following types of objective information:

- Published or locally-developed tests which measure student academic progress in the subject(s) taught by the teacher.
- Student productivity resulting from instruction such as art objects, rebuilt auto transmissions, formal papers or other documents on topics relevant to the course.
- Student demonstration of personal skills.
- Student progress in areas specified by the student's IEP.
- Classroom-wide evidence showing the reduction in identified problems; such as, reduction in disciplinary problems by students with a history of such problems, or an increase in attendance among students with a history of attendance problems.

The teacher and supervisor should cooperatively develop an approach appropriate for that teacher's classroom assignments. As a result of successful development, a written description of how student performance will be assessed and specific standards for determining success must be included. The teacher and supervisor must formally agree to the method and the standards of success. The documentation for this agreement must be in a form sanctioned by the school system and appropriate for use by the career ladder review team in its identified role.

The process developed by the local school system must incorporate the following processes and principles.

1. The applicant and supervisor must focus on documenting results that represent educationally significant outcomes with regard to the teacher's students.

2. The school system may make allowances for teachers who are assigned to a variety of different courses during the school day. The school system plan may provide the supervisor with the option of obtaining evidence of productivity from three of the courses if the teacher's assignment requires four or five separate preparations each day. The supervisor must select the three courses that he or she determines are most representative of the teacher's overall assignment.

3. If the teacher's assignment changes semester by semester or quarter by quarter, the collection of evidence must cover at least two semesters or two quarters of the academic year.

4. The school system must make provision for monitoring the measurement activities when appropriate.

5. When teachers are assigned in a team teaching setting any productivity assessment developed for those conditions must look at the productivity of the team. The members of that team will all be treated as if each made an equal contribution to the documented results.

6. The supervisor must be able to knowledgably certify that the measurement activities were undertaken as planned.

7. Supervisors must be trained to assist career ladder applicants in the development of productivity assessments through training programs provided or endorsed by the Georgia Education Leadership Academy.

B. Productivity for Non-Teaching Certified Personnel

Applicants for Level III, IV and V must be able to document significant student performance for at least two of the three years of the appraisal period. The method of documenting significant performance will be determined jointly by the applicant and his or her supervisor. Final authority rests with the Career Ladder Review Team as set forth in the local system plan. Because of the diversity of assignments of non-teaching certified personnel, the documentation of outstanding productivity of these personnel must be designed for the specific job description and job setting. Guidelines for this task and specific criteria which must be met will be established by the State Board and incorporated in the training methods that will be available at the time the program is implemented.

C. Productivity for Instructional Leaders

Productivity assessment for career ladder participants in the Instructional Leaders career ladder program must address overall student achievement in the school system or school. The achievement data used to measure group productivity of school systems and schools must be incorporated into the local system process for assessing the productivity of instructional leaders seeking Career Ladder Level III, IV or V. The group productivity component is described in Section X of this program description.

Instructional leaders applying for Level III, IV and V must be able to document significant student performance for at least two of the three years of the appraisal period. The method of documenting significant performance will be determined jointly by the applicant and his or her supervisor. Final authority rests with the Career Ladder Review Team as set forth in the local system program plan. Because of the diversity of assignments of leadership personnel, the documentation of outstanding productivity of these personnel must be designed for the specific job description and job setting. Guidelines for this task and specific criteria which must be met will be established by the State Board and incorporated in the training methods that will be available at the time the program is implemented.

VIII. THREE-YEAR PROFESSIONAL DEVELOPMENT PLAN

A Three-Year Professional Development Plan is required of applicants seeking to enter or to maintain Career Level III, IV or V. In order to apply for Levels III through V of the Georgia Career Ladder, an educator must be a certified full-time employee of a Georgia school system and have received a satisfactory rating on the Georgia Personnel Evaluation System during the preceding year. All items on the Georgia Teacher Duties and Responsibilities Instrument (a component of the Georgia Personnel Evaluation System) must be rated as acceptable.

Plans should be brief documents which provide an adequate basis for the applicant and supervisor to reach agreement on goals and the means of attaining them, and for the Career Ladder Review Team to carry out its responsibility as described in the local system's Career Ladder Program Plan. The applicant should develop the initial plan taking his/her professional needs and the needs of his/her students into consideration. The applicant should discuss the initial plan with his/her supervisor to assure that school and system needs, where appropriate, are adequately considered in the plan. Finally, they need to be sure that planned activities are consonant with the agreed-upon goals. The specific approval process used by a school system must be identified in the local system plan and must meet the following criteria.

- An individual's three-year professional development plan must reflect and identify the needs of the applicant as indicated by prior evaluations resulting from the annual evaluation process and the career development process.

- The plan must reflect growth areas based on the needs of the students within the classroom, the teacher's professional plans within his/her Career Ladder, and the needs of the school/school system.

- The plan, in order to be approved, must have been accepted by the applicant and his/her supervisor.

- The plan must contain sufficient detail so that the Review Team may:

  1) review and approve the plan developed by the applicant and his/her supervisor,
  2) Assess the applicant's performance and determine if the plan was adequately met, and
  3) carry out its other responsibilities as specified in the local system's program plan.

- The plan must be organized in such a way and retained in a form that will permit review by the comprehensive evaluation* team which will review the school system's overall performance every four years.

*The state school standards process mandated by QBE

A. Components of a Plan

The Three-Year Professional Development Plan must contain at least the following components. Additional components, necessary to the implementation of an approved local system Career Ladder Program Plan may be required on the basis of the Program Plan.

1. Professional needs and goals that relate to the applicant's current position. The applicant's most recent evaluation by the Georgia Personnel Evaluation System must be a major source of these goals. Career Development assessments also represent major sources. Other evaluations by the applicant's school or school system may be included. An applicant or supervisor may also identify additional areas of need or professional goals. The goals should reflect realistic expectations for the applicant, taking into consideration his/her working conditions.

   It is intended that these goals reflect the needs of the students served by the applicant and any particular goals being emphasized by the individual's school or school system. The goals must be directed toward enhanced competence on the part of the applicant to serve in his/her current career ladder area (e.g., classroom teachers).

2. Participation in professional service activities. The applicant must engage in professional service activities at specified levels in order to achieve career ladder status. The amount depends on criteria within the school system plan that deals with:

   a) nature of the activity or responsiblity
   b) amount of time required
   c) degree to which it is central to the planned programs of the school or school system.
   d) degree to which it is central to planned school improvement programs approved by the local board of education.

   Professional service activities should be described on a year-by-year basis, including at least the following components:

   a) Name and general description of each activity and when it will take place during the three-year appraisal period .
   b) The approximate amount of time to be spent on each activity each year.
   c) A brief statement of the enrichment/improvement to be realized by the activity.

that will be used to document significant student achievement. These objectives describing desired student progress will be established relative to the goals of the curriculum and the school. It is not possible to prescribe a set of procedures for assessing student achievement for all types of students, in all subject areas, and in all types of educational settings. A general process which can be applied in the majority of classrooms is outlined below. Appropriate processes must be used in developing each applicant's teacher productivity component.

a) Identify the objectives of instruction. These objectives should describe what the student will be able to do after instruction that was dependent upon the instruction. Objectives may be defined in terms of cognitive skills, student performance, behavior or attitudes. It is essential that the learning objectives be clear, explicit and measurable. Multiple objectives are more reliable for demonstrating productivity than a single objective. It can be advantageous for the applicant to have several objectives instead of putting all "the eggs in one basket."

b) Devise or select assessment procedures or instruments. Appropriate assessment procedures may be devised to meet the needs of the situation or they may be selected from procedures already developed.

c) Set standards which define superior achievement. The standards must list in specific and observable terms the performance students must demonstrate to be considered superior. In general, standards for superior achievement are set by means of teachers' individual or collective professional judgements in cooperation with the applicant's supervisor.

d) Perform pre-instruction assessment of students relative to learning objectives. This provides baseline information that assists the teacher in determining the instructional objectives and teaching strategies before instruction takes place.

e) Perform on-going assessment as appropriate. Some instructional objectives may require periodic assessment instead of looking at student performance at the end of the year/semester.

f) Perform post-instructional assessment of student performance relative to the learning objectives.

g) Compare post-instruction performance with standards set to define superior.

The completed Professional Development Plan, including the productivity component, must be reviewed and approved by the supervisor. It is imperative that any ambiguity in the plan be clarified before approval is given so that at the end of the year there will be no question that the data documents the accomplishment of the objectives. Once the plan is approved by the supervisor it must be forwarded to the local review team for review and approval in the manner provided for in the local system program plan.

Each applicant will be responsible for maintaining and presenting the necessary data to document the attainment of the specified instructional objectives.

5. Teacher Performance assessed by means of the Georgia Personnel Evaluation System and other methods

An applicant must meet required levels of performance in the statewide evaluaion system. Additional assessment of on-the-job performance will be required. These requirements will be established after the Georgia Personnel Evaluation System and the ancillary assessment procedures are fully developed and tested.

B. Renewal of Plans

Participants already on Career Ladder Level III, IV or V and who are in their first year of a three-year eligibility period must submit a plan to their supervisor by October 1 if they elect to seek career ladder status in subsequent three-year periods. The local system plan may establish an earlier date for submission.

C. Report Results

At the end of the three-year assessment period, a brief report on the outcomes of the Three-Year Plan must be submitted to the supervisor by the participant. This report must contain at least:

1. A brief statement of progress toward each professional need and goal.

2. A brief description of the successfully completed course work or staff development work for which the participant received credit, including dates and accomplishments.

3. A brief description of the productivity process and results.

4. A copy of the performance evaluations earned by the participant indicating that the performance criteria for the applicant's level have been addressed.

5. A description of any Career Development assessments indicating the applicant's on-the-job performance.

6. A summary and justification of the points earned as a result of the applicant's efforts in carrying out his/her Professional Development Plan.

This report is to be accompanied by a folder documenting any of the above elements that need verification. The documentation may include, for example, copies of transcripts or grade reports from courses taken, evaluations of the participant from staff development activities, agendas from local, state or national professional conferences or committee work, schedules of work with beginning teachers or peers, etc. Not all activities or responsibilities will lend themselves to documentation, in which case a brief narrative description should be included. This report should necessitate the creation of little material by the participant, however. It should consist mainly of documents and other materials which have resulted from the participant's activity and involvement.

A school system may require additional components for the three-year reports, provided the requirements are consistent with the school system's approved plan. The local Career Ladder Review Team may recommend additional components to the superintendent as a requirement for all participants.

The report of outcomes, the participant's documentation folder and the new Three-Year Plan must be sent by the supervisor to the Career Ladder Review Team in accordance with the time schedule laid out in the local system plan. These materials comprise an application to advance on the career ladder, drop back to Level III or IV, or maintain an existing level. The supervisor's recommendation and any additional comments that accompany the report must be shared with the participant.

D. Individual Development Option

The point system as described in Section E is designed to ascertain whether an applicant has successfully completed the requirements of the desired career ladder level. The Individual Development Option may be included in the local plan as a procedure which offers a one-year extension of the appraisal period to certain applicants. In order to qualify for the Individual Development Option, an applicant must meet all of the following criteria:

1. Have failed to earn the needed points on one component of the Professional Development Plan by a small margin.

2. Have earned sixty percent of the required points by the end of the second year of the appraisal period.

3. Have extenuating circumstances which prevented the applicant from earning the needed points during the third year of the appraisal.

4. Have met all other requirements for the career ladder level.

If the applicant meets these criteria, he/she may request a one-year extension from the local Review Team. After reviewing the request, the Review Team may grant a one-year extension of the appraisal period in order to permit the applicant to meet the requirement without having to complete a new three year appraisal period. Only one one-year extension may be granted an applicant.

If the Individual Development Option is granted by the Review Team, the applicant and his/her supervisor will follow the procedures established in the local plan in developing activities designed to strengthen the applicant's weak area. The Individual Development Plan must demonstrate that the applicant has maintained the high level previously demonstrated in other areas and has brought the weaker area up to the required eligibility level. The applicant will then be reevaluated for the Career Ladder after an additional year.

If the applicant chooses to apply for and receives the Individual Development Option, he/she cannot appeal the decision that the applicant failed to qualify for his/her applied-for Career Ladder Status. The applicant may use the local appeal procedures if the Individual Development Option is denied.

E. Assessing Report Results (Point System)

A Three-Year Professional Development Plan is required of everyone applying for appraisal for Career Level III, IV or V. This plan describes how the applicant will meet the criteria in teacher performance, professional service, professional growth and teacher productivity. Points must be earned in each of the four areas. The points will be used to determine if an applicant has successfully completed his/her plan and has qualified for the Career Ladder at the Level sought.

Points may be earned in an area only after the applicant has reached a basic level of competency in the area. The following point system is based upon a standard of excellence with points reflecting activities which demonstrate the candidate's achievement beyond the standard.

1. Teacher Performance (Possible 172 Points)

The Teacher Evaluation System is still under development and is being pilot tested in twenty systems. Different forms and methods of scoring are being tested and results

will not be known until the end of the 1987-1988 school year. One scoring procedure involves observers rating performance on each dimension on a four-point scale during every classroom observation. The use of this scoring procedure has been selected to demonstrate one method for determining Teacher Performance Points.

More than one source of data will be used to earn a maximum of 172 Teacher Performance Points. In one pilot study, eleven dimensions are being used with each dimension scored on a four point rating scale. If an applicant earns four points each time he/she receives the highest rating on one of the dimensions, the applicant can earn up to 44 points per year or 132 points during the three-year appraisal period.

The specific requirements for the Teacher Performance component of the point system will be finalized once the Teacher Evaluation System is ready for implementation. Whatever structure and process are used must be uniform for all applicants and must be included in the local system plan.

The remaining 40 points will be earned through the use of other instruments and/or other procedures such as structured interviews or questionnaires. A minimum number of points will be required from sources other than the Personnel Evaluation System.

2. Professional Service (Possible 80 Points)

Each applicant must participate in one or more professional activities and assume greater professional responsibility. Points awarded for professional services are based on the length of time, difficulty and impact of the activity.

		Weight # Hours
TIME	Hours of direct service*	
DIFFICULTY:	Participant	1.0
	More responsibility than majority of participants	1.5
	Leader/Director	2.0
IMPACT:	School	1.0
	System/College	2.0
	Region of State	2.5
	Statewide	3.0
	Southeastern Region	3.5
	National	4.0

Multiplying TIME x DIFFICULTY x IMPACT equals the number of professional service units earned as a result of one professional activity. Eight professional service units represent one professional service point. Professional service units earned as a result of several activities may be combined to accumulate the required number.

For those applicants already on a supplemented level of the Career Ladder and who have contracted for additional duties and responsibilities, up to half of the required points may be earned through those duties and responsibilities. Extended teaching activities, such as teaching summer school or assuming responsibility for an extracurricular activity such as a club, may not be counted toward professional service points. Only service activities may be used to earn these points, such as review team membership, mentoring, curriculum or staff development.

An applicant must have been evaluated in his/her performance on any activity and have received a satisfactory rating in order for paid extra duty/responsibility activities to be used to earn professional service points. The applicant and his/her supervisor must agree which activities will be evaluated for professional service points and include them in the Professional Development Plan.

*Hours of direct service for a service performed by an individual applicant requires the applicant and his/her supervisor to agree in advance upon the amount of time required to complete the service. For a service which requires working cooperatively with other professionals, the hours of direct service refer to the actual time spent performing the service activity and does not include travel or individual planning time.

The units earned from paid activities also receive less weight than those for unpaid activities and must be multiplied by the appropriate differential shown in the chart below. In order to determine the number of units earned for a professional service activity for which the applicant is paid as a result of a contract of more than 190 days multiply TIME x DIFFICULTY x IMPACT x DIFFERENTIAL. TIME will equal the number of hours that were built into the contract in order for the activity to be carried out. Eight professional service units continue to represent one professional service point.

	DIFFERENTIAL
Level III Teachers	.17
Level IV Teachers	.22
Level V Teachers	.25

3. Professional Growth (Possible 48 Points)

A career ladder applicant must satisfy one of the following prerequisites before any Professional Growth Points can be earned.

a) Receiving a higher degree in the applicant's area of teaching ,or

b) for holders of a Bachelor's degree, earning fifteen quarter hours of upper-level undergraduate or graduate coursework or its equivalent in professional staff development units during the three-year appraisal period, or

c) for holders of a Master's degree or higher, nine quarter hours or their equivalent is required.

All applicants are required to take a professional knowledge test when they apply for Career Ladder Level III (See Section VIII. A. 3.). The test is now under development. No minimum score is required in order to be eligible for career ladder status at any level. An applicant should strive for his/her best performance because of the role the results play in the Professional Growth Component. Ranges of scores will be assigned Professional Growth points so that 1-18 points may be earned through the score on the knowledge test. Eighteen points is one-half the required minimum Professional Growth

points. These points may be counted as part of the Professional Growth points each time an application is made for any level of the Career Ladder.

Although taking the knowledge test is required one time only, a teacher may choose to retake the test in order to increase their score and the number of points earned in this manner.

The remaining professional growth points are based on the time invested by the applicant and nature of the growth activity. Travel time may not be included.

		Weight # Hours
TIME:	Hours of actual activity	
NATURE:	Reading, study, coursework, staff development	1.00
	Observation--own school	1.25
	Observation--own system	1.50
	Observation--outside system	2.00
	Conference/Workshops	
	Area wide	1.25
	State wide	1.50
	S.E. Region	2.00
	National	2.50

Professional growth units are derived by multiplying the TIME by the NATURE of the activity. Three growth units represent one professional growth point.

4. Teacher Productivity (Possible 100 Points)

Each applicant for Career Ladder status must demonstrate that his/her students are making significant progress as described in Section VIII. A. 4. Each applicant and his/her supervisor will develop a set of instructional objectives that will be used to document student achievement. Each objective must be explicit in what is being measured and the means of measurement. Once the objectives are clear, they can be examined to determine if all are equally important. If they are not, the applicant may desire to emphasize one objective over another. If so, weights may be assigned. The method for earning points must be established at the time the objectives are set. In order to demonstrate how the process might be carried out by an applicant, two examples demonstrating the process are found in the next two tables.

In addition to points earned, the applicant must document that his/her students met or exceeded the objectives two of the three years of the appraisal period.

5. Accumulating Points Across Years

Once points have been calculated in the four areas, the total number of points earned may be determined. Table VIII 3 reflects the minimum number of points that an applicant is required to earn in each component, the number of possible points available and the total points required to qualify for each career ladder level.

No more than 50% of the required points may be earned in one year and at least 50% of the required points must be earned in the combined areas of Teacher Performance and Teacher Productivity.

Summary of Points

	Possible Points	Minimum Points Required Level III	Level IV	Level V
Teacher Performance	172	44	60	76
Professional Growth	48	36	36	36
Professional Service	80	20	40	60
Teacher Productivity	100	20	40	60
Points to qualify	---	160	240	320

Table VIII 1
Mark's Plans for Productivity Assessment

An example of one method of earning points is to use student gains in light of the objectives. Mark, an elementary teacher, has decided to use a standardized achievement test. He looks at scores from previous years. His students this year appear to have similar characteristics so he determines that 200 points will be defined as a baseline for superior achievement using an instrument which has 250 items. The objective is for the average of the students in the class to be above 200. He decides that he can earn up to 20 points using this instrument.

Both Mark's supervisor and the local Review Team have approved his proposed procedures according to the local system plan.

At the end of the year, the average score of his students is 230.

The steps in determining the points earned would include the following if a score of 230 was the class average and the objective was worth 20 points.

Step 1 Mark determined the maximum achievement possible. This will usually be defined by the number of items on the test. 250

Step 2 Mark calculated the range for superior achievement. He subtracted the baseline from the maximum achievement possible:

Maximum Achievement Score	250
Baseline Score for Superior Achievement	200
Range for Superior Achievement	50

Step 3 Mark calculated the actual achievement beyond the baseline achievement. He subtracted the baseline of superior achievement from the obtained achievement.

Obtained Achievement Score	230
Baseline Score for Superior Achievement	-200
Achievement Beyond Baseline	30

Step 4 Mark determined the degree to which achievement was superior. He divided the achievement beyond baseline by the range for superior achievement.

Achievement Beyond Baseline Score	30
Range for Superior Achievement	50
Achievement Beyond Baseline = 30/50 = 60%	

Step 5 Mark calculated the number of Teacher Performance points he earned. He multiplied the 20 possible Teacher Performance points by the percentage calculated in Step 4.

20 Teacher Performance Points x 60% = 12 Points

Table VIII 2
Helga's Plans for Productivity Assessment

Helga, a Spanish teacher, is employed in a large suburban high school. She teaches four Spanish I classes and two Spanish II classes. She begins to develop a set of goals for her classes using the curriculum guide and the information provided by the publisher of the Spanish textbooks. Once she has completed these goals, she submits them to her supervisor, then to the local Review Team as prescribed by the local system plan.

The teacher then surveys her first year students and finds none have Spanish nor have had previous instruction.

She gives her second year classes a series of diagnostic exercises the first week to assess their knowledge and skills. Based on the result of the exercises, she decides the objectives she has chosen are congruent with the characteristics and needs of the students. In the six classes she has identified 90 objectives. There are 15 objectives in each class.

With the diagnostic information in mind and her knowledge of how the previous first and second year students have performed in Spanish, she sets a learning standard for each objective which represents superior achievement. She decides the specific method she will use to determine each objective and decides to use textbook tests, teacher designed tests, checklists and student projects to assess the goals. She can earn up to 15 points on this plan.

At the end of the semester, the results of the measurements are used to determine the number of objectives that have been met. Points are awarded on the following scale.

Points	Number of Objectives Met
15	90
14	88-89
13	86-87
12	85
11	84
10	83
9	82
8	81
7	80
6	79
5	78
4	73-77
3	62-72
2	51-61
1	40-50
0	Below 40

F. Review of Progress

Each local system program plan must include effective processes that provide for the following reviews. Processes 1 and 2 must occur for each applicant. Processes three and four must be provided for when appropriate.

1. The participant's progress on the Three-Year Plan must be reviewed annually with his/her supervisor. This review may be in conjunction with the Annual Personnel Evaluation summative session or in conjunction with a review of the results of other classroom observations pursuant to the On-the-job Performance criteria. This review must be designed to assist the participant and supervisor in determining that the plan is still consistent with school/system needs and goals and allows a formal opportunity for supportive supervision for the participant if it is needed.

2. The participant's report on the Three-Year Plan should be reviewed by the supervisor prior to June 30 of the last year of the three year period. This report must accompany the new Three-Year Plan when it is given to the Review Team.

3. Should a participant receive a rating lower than satisfactory on the Georgia Personnel Evaluation System, a review of the participant's Three-Year Plan is required. If the rating would change the Career Ladder Level of the participant, a new Three-Year Plan must be written.

4. A participant or a supervisor may request a modification of the Three-Year Plan at any time, at which time the entire plan may be reviewed. The procedure for requesting and negotiating a modification must be set forth in the local system program plan and must provide for final approval by the Career Ladder Review Team.

G. Three-year Professional Development Plan Approval and Evaluation

The local school system plan must clearly delineate how the school system will address the issues of:

1. Initial approval of a three-year professional development plan.

2. Modification of an existing plan necessitated by conditions described in F. 3. above.

3. Voluntary modification of an existing plan

4. Elaboration of details within an existing plan.

5. Assessment of the extent to which the participant meets the requirements of the plan.

The applicant's supervisor must be involved in each of the five activities addressed above. The applicant must be involved in each of the first four. The Career Ladder Review Team must be a major evaluator of items one and five.

H. The State Staff Development Plan

The Career Ladder Three-Year Professional Development Plan and a participant's Individual Staff Development Plan may be combined and coordinated. Any part of the Individual Staff Development Plan that conforms to the criteria for the Career Ladder Three-Year Plan may be used for both. The local system plan will govern the process for combining the plan-making processes of the two state programs and the extent to which a single plan may be used by individuals involved in both programs. Components of a "Specific Skill Development" plan will not be accepted for Career Ladder purposes.

IX. EXTRA RESPONSIBILITIES/DUTIES

As teachers advance into Levels III, IV and V, the Career Ladder provides opportunities for the participant to assume additional duties and responsibilities. While the primary responsibility of the career ladder teacher remains in his/her classroom, the teachers' role may be expanded to include such duties as mentoring new teachers, assisting colleagues who are having difficulties, coordinating special programs, developing curriculum or staff development and teaching in special programs. These activities may take place after school or during the summer. A Level IV or V teacher may engage in mentoring and peer coaching activities during the school day if working with the assisted teacher in the classroom is necessary to accomplish the purpose of the activity. Engaging in these activities will enable a teacher on a supplemented level of the career ladder to earn additional income in the form of responsibility pay.

Each local school system must devise a plan consistent with the needs and abilities of the system to provide additional duties and responsibilities for those career ladder teachers who elect these options. The local system will need to assess the projected needs of the system as well as the number of teacher hours projected to be available. Job descriptions and procedures for applying for extra responsibilities/duties must be included.

A. Released Time

A Level IV or V Career Ladder teacher may be released up to 25% of the school day and/or up to ten days per school year in order to assume additional responsibilities. Under certain circumstances two additional days may be added up to a total of twelve days. These additional days must be limited to mentoring and peer coaching activities which cannot effectively be carried out after school.

The following limits apply to released time for eligible career ladder teachers:

1. Released Time During Student Day for an Individual Teacher

   a) In schools operating six or more periods during the student school day, only one period may be used as released time without special review and approval by the school system.

   b) In schools operating less than six periods during the student school day, no more than one period may be used as released time.

   c) In approved middle schools, the planning time of a teacher may not be used in whole or in part as released time.

d) In schools without scheduled periods, a teacher may not average more than 60 minutes in released time status during the student school day.

e) No teacher may be scheduled for released time unless the students, who would otherwise be taught by the teacher, are provided an instructionally sound learning environment.

f) A teacher must be scheduled to be absent from his/her regular teaching assignment in order to be scheduled for released time and the subsequent salary differential.

Performance of certain activities may call for a career ladder teacher being released from his/her classroom. The appropriate activities are:

- Mentoring* new teachers. (actual classroom observation or demonstration teaching)

- Peer coaching**more experienced teachers who request help.

- Teaching demonstration lessons. Career ladder teachers may teach demonstration lessons to allow peer teachers to observe an innovative teaching strategy. This may require the career ladder teacher to use students other than her own class. Table IX 1 gives an example of demonstration teaching.

- Other activities identified within the local system plan that cannot be conducted outside of school day and which have been approved by the local board.

2. Released Time After Student Day For an Individual Teacher

a) Released time may be given a Career Ladder III, IV or V teacher after the student school day but during the teacher work day. If a teacher chooses to assume additional responsibilities but does not elect to work an extended day, he/she may use the release time option to earn additional responsibility pay for the responsibility carried out after the student day.

b) Released time after the student day must be scheduled after students have left the building for the day.

Mentoring new teachers and peer coaching at-risk teachers should be limited to Level IV and V teachers. If a school system does not have the needed Level IV and V teachers, the school system career ladder program plan may contain a process for selecting qualified Level III teachers who may volunteer to serve.

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* see Krupp, Jr. Mentoring: A Means by Which Teachers Become Staff Developers, J. Staff Development, Vol 8, No. 1, Spring 1987, Pages 12-15.

** see Peer Coaching. In Loucks-Horsley, S.et al. Continuing to Learn: A Guidebook for Teacher Development. Regional Lab. or Educ. Improvement of Northeast and Islands, National Staff Development Council. Pages 68-72.

Table IX 1
An Example of Demonstration Teaching

Alpha Middle School has a history of low achievement in writing. One career ladder English teacher, Myra, chose to research strategies for improving student writing skills. She found that using word processing has been shown to be a strong motivator for students as well as increasing the quality of their written work. Six teachers have expressed an interest in using word processors. The school has received the needed additional computers.

Although the teachers in Alpha Middle School have been using computers in their classroom and have had limited training, they have many concerns about the instruction and management of the classroom when using word processors. Staff development has provided an in service for the Alpha teachers. Myra has agreed to teach a series of demonstration lessons to a select group of students to allow fellow teachers to observe these techniques in practice.

Teachers having released time to assume additional responsibilities will be paid an hourly supplement in addition to their normal pay. The Career Ladder program will provide the local system with the funds required to hire the additional teachers required because of the released time program.

B. Duties and Responsibilities Added During the School Year

A career ladder teacher may choose to assume additional duties/responsibilities during the school year which will be performed:

- after the regular eight-hour school day.
- on weekends during the regular school year.
- on days when the teacher is not scheduled to report to work.

The career ladder teacher choosing to add duties/responsibilities during the school year may add up to the equivalent of ten additional days of responsibility pay. This may be in released time and/or in duties/responsibilities assumed outside the regular school day. A teacher may not earn more than ten additional days of responsibility pay during the school year except under certain conditions described in Section IX. A.

The duties/responsibilities assumed must be in addition to their regular responsibilities and the teacher must be physically present at the school for the additional time. School systems will be responsible for maintaining a record of actual time at work for career ladder teachers on extended contracts. Examples of extra duty/responsibility activities are found in Appendix A.

C. Duties/Responsibilities Added After the School Year

A career ladder teacher has a third opportunity to increase his/her responsibilities and earn responsibility pay. Additional duties may be assumed after the regular school year. The number of days a teacher may add to his/her contract is determined during the summer months by the teacher's career ladder level.

Level III	10 Days (80 hours)
Level IV	20 Days (160 hours)
Level V	30 Days (240 hours)

A teacher may opt to perform some of these activities during the school year as long as they are carried out outside the school day and do not interfere with the assigned duties. Activities are similar to these for the extended day option and examples may be found in Appendix A.

Extra duties and responsibilities must be evaluated by the supervisor. Evaluation ratings must all be satisfactory or above for the teacher to renew their extended contract for a second year or to use the activity to count toward professional service points.

A career ladder teacher who has opted to assume additional duties/responsibilities and has applied to be appraised for the next career ladder level or to maintain the present level may choose to use their additional responsibilities to earn up to 50% of the needed points for professional service.

All additional time and responsibilities that are to be assumed by a career ladder teacher for pay must be included in the teacher's contract. The duties and maximum amount of time must be specified.

X. GROUP PRODUCTIVITY SUPPLEMENT PROGRAM

Many thoughtful teachers are concerned that a career ladder program may impede faculty collegiality and, thereby, reduce the effectiveness of the staff working as a team. Careful design and implementation of the Georgia Career Ladder Program should reduce fears of competitiveness and should promote a better understanding of the ways in which the career ladder program will facilitate cooperation. In addition, the group productivity component within the program very directly rewards cooperation among staff to improve instruction and student achievement. This part of the career ladder program is designed to reward entire school faculties for student achievement that exceeds expectations when the socio-economic characteristics of the student body are taken into account.

Initial plans call for group productivity supplements to each certified staff member assigned to the schools and each licensed instructional aide whose assignment for more than half the school day is to assist teachers directly with student instructional activities. Certified staff will receive a one-time annual bonus, paid at the end of the school year, in the amount of $600, $550, or $500. The specific amount depends on the level of student performance after adjustment for the expected level of academic performance. Instructional aides will receive a one-time annual bonus in the amount of $300, $275 or $250.

Amount of Individual Awards for School Faculties
Producing Outstanding Achievement

Productivity in Relation to Expectancy	Full-Time Certified Staff	Full Time Instructional Aides
Highest	$600	$300
Next Highest	550	275
Third Higest	500	250

Amount of Awards to Employees of School
Systems Producing Outstanding Achievement

Full-Time Central Office Staff	$500
Full-Time Certified Staff	250
Full Time Instructional Aides	125

When fully developed, the program will use achievement data related to the Georgia Core Curriculum, as identified in the Quality Core Curriculum. Student body data will be analyzed and awards will be made to schools. Likewise, the data for the students within each school system will be combined to determine which school systems exceed expectations. The program also rewards central office certified staff and many other school faculty members in those instances where the school system productivity is very high in relation to the achievement expectancy for all students in the school system.

Group productivity supplements will be:

A. Awarded annually to eligible school personnel (see C. below) upon evidence that student performance has exceeded expectations established for the school by the State Board of Education.

B. Awarded annually to eligible system-wide personnel and faculties of eligible schools based upon evidence that student performance has exceeded expectations established for the system by the State Board of Education. Personnel in all schools within the system whose school at least meets expectations will receive the system level awards.

C. Awarded at the end of the academic year and shared equally by all school or system-level certified personnel employed full-time with at least a 190 day contract who received a satisfactory or higher annual performance evaluation for that year.

A staff member may receive both a full school-level and a full system-level supplement. Teachers or administrators who are assigned to more than one school or part-time in a school and part-time in the central office may receive group productivity supplements proportionate to the amount of time employed in system work or in the school(s) eligible for a productivity supplement. Other approaches may be used in response to needs of the school system. The approach selected by the school system must be delineated in the system plan.

XI. LOCAL CAREER LADDER REVIEW TEAM

The size of the Career Ladder Review Team will vary from school system to school system as a result of the size of the school system and other factors. Large school systems may be better served by establishing several teams. School systems may choose to collaborate with other systems. The Career Ladder Task Force recommended in its June 1986 report to the State Board of Education that the Career Ladder Review Team in a school system with 3,300 students should include:

3 Classroom teachers
1 Career Level III teacher
2 Building administrators
1 Non-teaching certified employee
1 Central office administrator
1 Non educator from the business/professional community

The recommended composition described above was based on the Task Force belief that crucial decisions involving individuals with different perspectives would strengthen the review team decisions and promote widespread acceptance of their actions.

The school system plan must specify the composition of the review team (or teams) and indicate how the team members will handle the projected work load and team responsibilities. Two or more school systems may collaborate to select a joint Review Team. School system plans must include the procedures and responsibilities agreed upon by the participating systems.

The composition and selection of the review team as designated in the local school system plan must meet the following criteria:

- At least half of the team members must be staff with classroom responsibilities.

- At least one building administrator must be included.

- At least one certified staff assigned to the central office must be included.

- A non-educator from the business/professional community must be included.

- Once career ladder awards have been earned on any of the three career ladder programs, all new review team members except the non-educator must be appointed from those educators who are participating in their respective career ladders.

- The selection of classroom teachers as members of the review team must involve processes that allow the teachers of the school system to have a voice in the selection of the nominees. The local board of education must select classroom

teacher members of the team from those nominated by the classroom teachers. The final selection from among the nominees will be the responsibility of the board. The system plan must delineate the process.

- Non-teaching members of the review team will be selected by the local board from nominees recommended by the system superintendent. The local plan must describe the process.

- The local plan must also define the term of office for review team members. The initial selection must be made in a fashion that results in a staggered term.

A. Primary Responsibilities of the Review Team

The Career Ladder Review Team will:

1. Examine the three-year Professional Development Plan prepared by each participant and recommended by his/her supervisor and approve each plan if it is adequate.

2. Review and approve, when appropriate, modifications of three-year plans requested by participants and recommended by their supervisors.

3. Examine the documentation provided by each participant to determine if the participant's Three-Year Plan was fully accomplished. (This includes plans to enter Career Level III, maintain the present level, advance or drop back on the ladder, or move from one career program to another.) The team may request further information or explanation from the participant or supervisor. Based on the documentation provided by the participant and the supervisor, the Review Team will recommend to the Superintendent the participant's Career Ladder Level for the upcoming three-year period. The recommendation will be given to the superintendent for presentation to the local board for review and action.

4. Review all three-year plan appeals involving participants and assessors and make recommendations to the local superintendent retarding such plans.

5. Monitor the operation of the program within the system and make recommendations, through the superintendent, to the local board of education.

6. Recommend, for consideration by the superintendent, policy options to operate efficiently the local Career Ladder Program. Review existing Career Ladder policies annually and make recommendations to the local superintendent for additions or modifications.

7. Develop, maintain and annually review the system's Career Ladder Plan, rules and regulations and recommend changes where necessary.

8. Coordinate the career ladder process within the school system so that it supports personnel improvement goals in accordance with state regulations and a local system's Career Ladder Program plan.

9. Other responsibilities that are established for the review team by the local system plan.

B. Training New Review Team Members

Consistent with the responsibilities outlined in the local plan, the school system must develop and maintain a training program suitable for use with new members of the review team. Training materials and approval of the ongoing training program for new review team members will be provided by the Georgia Education Leadership Academy. The conduct of the training program must include a method for determining that each trainee is knowledgeable of the information critical to the effective functioning of the review team. A person appointed to the Career Ladder Review Team may not participate in decisions affecting applicants until the training as been successfully completed and the trainer certifies that the individual has been successfully trained.

XII. APPEALS PROCESS

Each local school system must provide an appropriate appeals process that meets all due process requirements. The process or processes must be appropriate to address conflicts that result from:

-a lack of agreement between the participant and his/her supervisor regarding a Career Ladder Plan or assessment.

-the local Career Ladder Review Team turning down a participant's Career Ladder Development Plan.

-career ladder status decisions made by the local board of education.

The review of appeals by the local superintendent and board of education may focus on procedural issues as well as on the substance of the plan or decision being appealed. Such appeals must be in accordance with the local board of education policy governing appeals. Any appeal to the State Board will focus exclusively on procedural issues, primarily on whether local school system policy and procedures were followed.

The following example illustrates an appeals process designed to deal with disagreements between a participant and supervisor regarding the content of the participant's Three-Year Professional Development Plan.

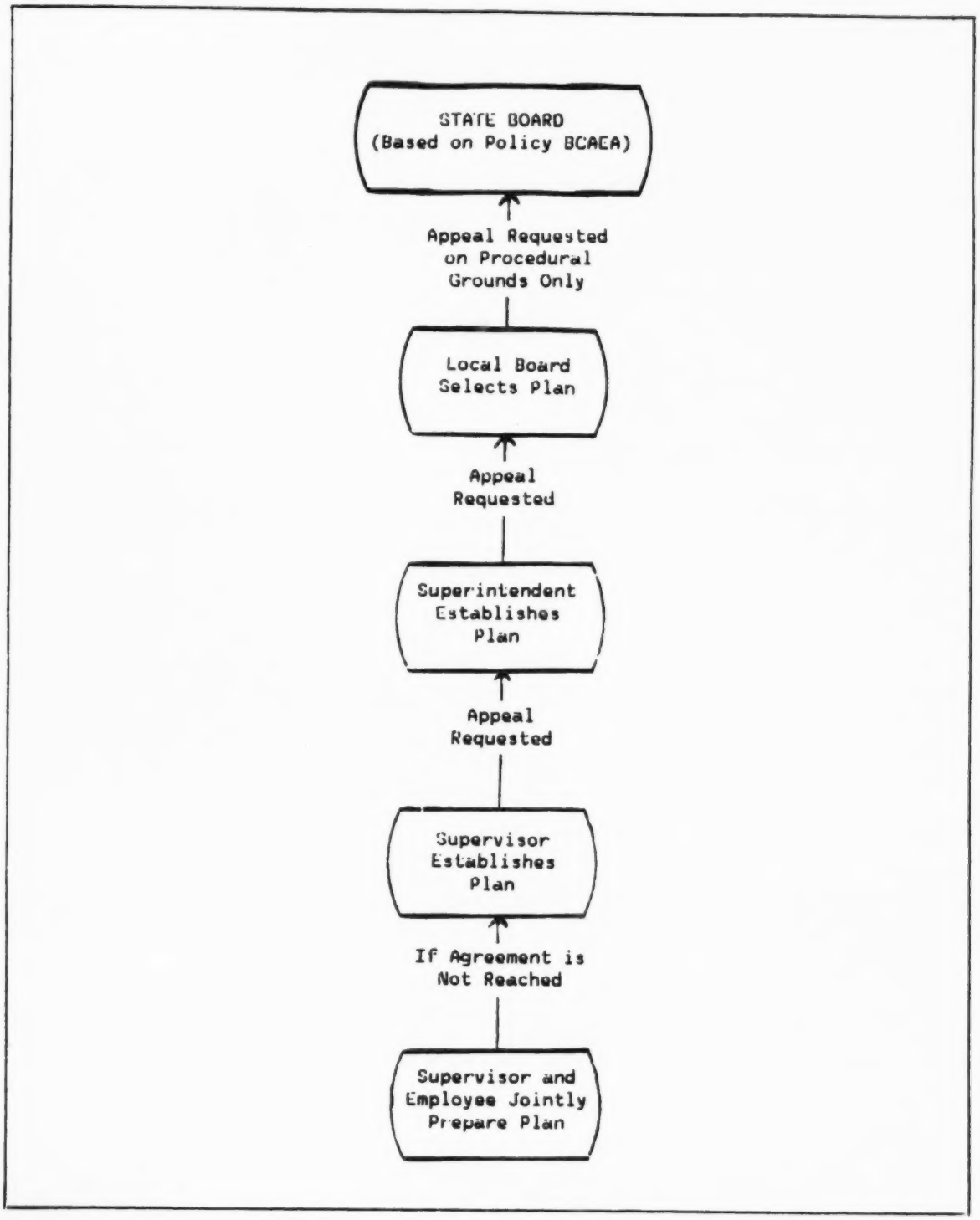
The participant is responsible for developing a Three-Year Professional Development Plan to be reviewed by the supervisor. If the two are unable to agree on a plan, the supervisor must develop an alternative three-year professional development plan for the participant, taking the following into consideration:

- the knowledge and skills of the participant,
- the issues raised by the participant,
- the points of disagreement which exist between the participant and supervisor regarding the professional development plan,
- the professional interests of the participant, and
- the needs of the school system.

If the supervisor's plan is unacceptable to the participant and either party concludes that further negotiation is not likely to be fruitful, then the participant may appeal to the local superintendent and request a review of the supervisor-prepared plan and the participant's original plan.

The participant must give written notice of appeal, in accordance with local board policy, to the superintendent within 14 calendar days of the time the supervisor presents the alternative plan to the participant. The original plan and the supervisor's recommended plan are evaluated by the Career Ladder Review Team. The Review Team's written assessment of the plans and any recommendations must be submitted to the superintendent within 30 calendar days following the date of the appeal. The superintendent shall make a decision within

TABLE XII 1
Example of a Local System
Career Ladder Program
Appeals Process



fourteen calendar days of receiving the assessment and any recommendations of the Review Team. The superintendent has a full range of alternatives in deciding the issue. The plan, as presented by the supervisor, may be upheld, modified or rejected. The participant's plan may be accepted, modified or rejected. The superintendent may request an alternative plan from the Review Team for consideration. The superintendent may personally, or in cooperation with others, develop a plan that the superintendent deems appropriate for the participant.

If the plan presented by the superintendent is not acceptable to the participant, the participant must file a written notice of appeal in accordance with local board policy, to the local board of education through the system superintendent, within ten calendar days of being notified of the superintendent's decision. If an appeal is made to the the local board, then the superintendent will submit a plan for the board to consider. All other plans developed by or for the participant will also be submitted to the board. The additional plans shall be submitted to the superintendent at the time the appeal is requested. The board may accept any of the plans or combination of plans or direct the superintendent to submit a new plan based on specific recommendations made by the board. The board must make its decision within 45 calendar days after notice of appeal was filed by the participant. Concerning the content of plans, the decision of the local board of education is final.

If the participant determines that there has been a lack of compliance with any state or local policy or procedures, the participant may appeal to the State Board of Education, based on State Board Policy BCAEA. The State Board of Education has appellate jurisdiction only and does not decide the controversy <u>de novo</u>.

XIII. SUMMATIVE EVALUATION OF AN APPLICANT'S PERFORMANCE

The local system program plan must define the process to be used in securing the necessary information, reviewing it, and determining the appropriate recommendations or actions based on the record. The process outlined below is a satisfactory approach to this responsibility. The school system may propose in its local plan any approach which will promote the program purposes in a effective manner.

At the end of the three-year appraisal period, the summative evaluation should consist of the following activities:

A. Submission by the applicant of the Three-Year Professional Development Plan Report to the supervisor.

B. A review by the supervisor and applicant of the applicant's activities during the three-year period and of the Career Ladder Report, to verify that the applicant's Professional Development Plan has been completed to assess the quality of the work and assess the resulting number of points.

C. A written recommendation by the supervisor to the Career Ladder Review Team regarding the future Career Level status of the applicant along with a copy of the applicant's most recent Three-Year Professional Development Plan and the Career Ladder Report.

D. An examination of the materials by the Career Ladder Review Team in order to judge the <u>quality</u> of the applicant's work. If the recommendation of the supervisor is negative or the Review Team needs more information before making its recommendation, an interview with the applicant and/or the supervisor may be held.

E. The review team, after considering the documentation and other information available to it, may recommend the application at the level requested or it may recommend a lower level (as low as level II) that is consistent with the review team's findings. If an applicant fails to earn the required number of points and meets all of the criteria for eligibility for the Individual Development Option, the applicant may apply for a one-year extension of the appraisal period. The Career Ladder Review Team will review the applicant's request and approve it if appropriate.

F. Submission by the Review Team to the superintendent of a copy of the applicant's plan, report and documentation along with its recommendation.

G. An examination of the materials by the superintendent. The superintendent may request an interview with the applicant, supervisor and/or chairperson of the Review Team. The superintendent's recommendation options are the same as the review team's options for a specific individual.

H. Submission by the superintendent to the local board of all collected materials, along with his/her recommendation.

I. The school board will make the final decision regarding the applicant's status based on the quality of the participant's performance. The local board has the same prerogatives as the superintendent and the Review Team in arriving at its decision. If the applicant does not agree, the appeals process may be activated. The final decision concerning career ladder placement, however, rests with the local board of education.

XIV. LENGTH AND AMOUNT OF CAREER LADDER AWARDS

The Career Ladder Task Force recognized that setting arbitrary limits on the number of persons who may qualify for level III, IV, and V is potentially devisive and ultimately self-defeating. The degree of local discretion provided in the career ladder program necessitates a process of allocating funds that is legally definitive and defensable as well as publicly understandable. Any allocation of funds will restrict the number of supplement recipients to some degree. However, public recognition that the outstanding professionals are in fact the persons receiving supplements is the only viable way to increase the funds directed toward the program and increase the total number of staff at the higher levels. The allocation process has been developed in a manner that addresses each of the following concerns:

A. The General Assembly must be able to exercise control over the total cost of the program.

B. During the initial years of program implementation valid identification of outstanding teachers will probably proceed more slowly than anticipated. Local boards should not be pressured to spend all funds or lose them.

C. If the public is to expect the funds to be properly spent, school systems need flexibility in their use of funds for supplements.

D. School system ability to accumulate unspent funds should be balanced by pressure to use the funds expeditiously.

Use of funds over a two year period enables school systems to smooth out natural variations in the number of persons receiving supplements. This is a crucial issue for small systems and poorer systems unable to make adjustments with the use of local tax monies.

Awards to individual teachers on Career Ladder Level III, IV or V shall be paid in monthly installments for a period of three years*. Except as provided for in this section and Section V, a participant who has earned a Career Ladder Level which carries a supplement will receive the supplement and keep the level designation for three years, provided the participant is employed by a Georgia school system and his/her performance on the annual personnel evaluation is satisfactory or higher each year.

*Group Productivity supplements are paid annually in one payment. Monies for these supplements will be distributed to school systems based on the number of qualifying staff.

The amount of supplement paid a recipient must be based on the state market-sensitive supplement for the recipient's career ladder level on which the General Assembly appropriated funds and the approved local system career ladder program plan.. While larger supplements may be paid by a school system, career ladder supplement funds can only be used to pay supplements up to the amount of the market-sensitive supplement. Additional amounts may be paid using local funds or other funds available to the school system that the local board may legally use for that purpose. Each applicant whose appraisal warrants career ladder status at a supplemented level must receive a supplement.

XV. ALLOCATION OF CAREER LADDER PROGRAM FUNDS

State funds for Career Ladder supplements for Levels III, IV and V will be allocated to school systems on the basis of FTE counts of students enrolled in Kindergarten through grade twelve and on the basis of student performance within the school system after the students' performance has been adjusted for the socio-economic composition of the student body. In order for a school system to receive its allocation, the local board of education must have a career ladder program plan which has been approved by the State Board of Education. Under certain conditions a school system may begin appraisal activities pursuant to awarding career ladder status to staff prior to final approval by the State Board of Education. All prior activity, however, must be completely consistent with the career ladder program plan as finally approved by the State Board of Education.

The allocation provided for a school system's use represents funds to pay supplements to applicants awarded career ladder status and funds to help defer administrative costs of the program. Funds allocated for administrative purposes may be expended to pay supplements. However, funds allocated for the payment of supplements may not be used for any other purpose.

If a school system does not require the full amount of its allotment in order to pay the supplements of persons on the career ladder level III, IV, and V, the unused portion of the allocation may be credited to the next year's allocation subject to appropriation. The use of the previous year's credit will represent the first funds expended in the subsequent year. Funds earned in one fiscal year may not be carried forward beyond the subsequent fiscal year.

The specific allocation for a school system will be based on the following:

Fifty percent of the funds allocated for career ladder program purposes by the General Assembly will be distributed to school systems based on the FTE student count for grades Kindergarten through 12 used by the State Board of Education in other QBE allocations.

The remaining 50% of the funds appropriated by the General Assembly will be based on a state wide analysis of student performance on tests and at grade levels specified by the State Board of Education. The State Board of Education will identify uniform data to describe each school system's performance expectancy. The Board will establish zones above and below a school system's expectancy level that are arrived at in an uniform manner. The zone in which the school system student achievement is located will determine the individual school system's share of the funds appropriated on the basis of performance.

The following describes the method by which the allocations for each school system should be determined.

While the test items in the developing item bank represent the most appropriate content for student achievement tests, the need to get the Career Ladder Program implemented at the earliest possible date dictates the use of existing CRT tests and the standardized tests already part of the statewide testing program. While these tests are less comprehensive than those that will be possible when the item bank is fully operatonal, the existing tests should serve as an adequate surrogate for several years. Curriculum and test specialists need to examine the available tests and determine the most appropriate way to aggregate scores across grade levels within schools so that the most valid measure of student achievement is obtained. Additionally, testing and research specialists must consider the alternative ways to measure socio-economic status (SES) and determine the most valid way to statistically adjust observed student achievement so that much of the variance caused by extraneous* factors affecting the achievement is eliminated from the measured results. To a large degree both sets of activity are essentially technical ones that must be undertaken within the context of cultural and legal considerations.

When the specific tests have been identified and scheduled and the collection of the SES measures is accomplished, the State Board will be able to contract for the statistical analysis without further disturbing local school systems. The analyses are conventional multiple regression techniques that, once operationalized, are quickly and inexpensively performed. After the testing occurs, the State Board will have full control of the allocation process as it does with all other programs authorized by QBE.

The regression analysis will produce specific information about each school or school system indicating how much above or below its own expected performance the student body is. The actual difference (referred to in statistical jargon as "residuals") is then compared to a series of ranges appropriate for the specific school system to determine how much additional Career Ladder funds should be allocated as a reward for better-than-expected student achievement. The ranges will also be used to determine how much career ladder funds should be withheld because poorer-than-expected student achievement was observed.

*"Extraneous" in this sentence refers to factors outside of the direct control of the public school staff and processes. Extraneous factors within this context may include: student mobility, parental support of learning, educational level of parents, unresolved physical and/or mental health problems of students, and the general wealth of the community.

XVI. TRANSFERS

The Career Ladder Program is designed to accomodate existing patterns of education personnel movement between school systems and schools.

A. Transfers Between School Systems

Transferring from one system to another will require that the supervisor send a progress report, through the central office, to the other school system, identifying those elements of the individual's three-year Professional Development Plan that have been successfully completed by the participant, and those elements which have not been completed. Based on a review of the information, the receiving school system will assess the "proportion of completeness" for each of the appraisal areas (Performance, Productivity, Growth and Service) and inform the applicant of the results. The applicant may accept the assessment and proceed to negotiate a new plan with his/her supervisor based on the uncompleted portions within the current cycle or began a new three-year appraisal cycle under the rules of the receiving system.

Staff who transfer from one system to another may carry their career status with them. The school system employing a staff member who has achieved Level III, IV or V in another school system may use Career Ladder Program funds to continue the supplement. The decision whether or not to pay the supplement must be made by the employing school system and communicated to the new employee prior to the employment contract being signed by the new employee.

B. Transfers Within the Same School System

1. Required Transfers

Persons who are required by the system to transfer to a different Career Program because of a change of job function will remain on their original Career Ladder Level until they have completed the three-year appraisal period in the new job. At the time of the transfer they must submit a Three-Year Professional Development Plan to maintain that level. If a new plan is not submitted, the individual will continue to receive the earned supplement for the remainder of his/her eligibility period that was earned while in the former position. At the end of that eligibility period, the individual will be classified at Career Ladder Program Level II in the program appropriate for his/her assignment.

2. Between Schools

Transferring from one school to another will require that the supervisor send a progress report, through the central office, to the new school, identifying those elements of the

three-year professional development plan that have been successfully completed by the participant. Also, because school and system needs and goals play an important role in the Three-Year Plan, the individual's plan must be reviewed by his/her new supervisor. The new supervisor, or the participant, may request that a new plan be written which better fits the new situation. The new plan must be approved by the Career Ladder Review Team. If the existing plan is judged appropriate for the new assignment, this judgement must be affirmed by the Review Team.

3. Between Programs Within the School System

If a teacher chooses to apply for a different position and receives it, the following process will apply effect a smooth transition. An individual already on Career Level III, IV, or V will be assigned to the new Career Program at one level lower, but the supplement in effect for the previous program will be continued for the balance of the three years. When the original three-year award has been completed, the supplement is reduced congruent with the currently-assigned Career Ladder Level and continued until three years of assessment data at the new level have been gathered. The level of supplement will be based on the level of career ladder status earned at that time.

The three-year assessment period for a new position will begin upon transfer to the new position. A new Three-Year Professional Development Plan must be submitted by the applicant during the first month of the new assignment and approved during the first three months.

XVII. CAREER LADDER PROGRAM EVALUATION

The essence of the career ladder program is the identification of outstanding educators and their enhancement, both professionally and financially. The program must be carefully examined on a regular basis to assure that it is truly instrumental in carrying out the purposes established for it. If the program is to be effective, it must have the following characteristics.

- be definitive in its requirements.
- have clearly established lines of authority and responsibility.
- have procedures that enable the public to hold responsible parties accountable.
- have procedures that clearly assess the level of outstandingness of educators receiving career ladder supplements.
- have procedures that clearly assure that the extra duties/responsibilities carried out by the career ladder status teachers are contributing to the improvement of school system service and productivity.
- have procedures that are not inherently divisive within school systems.

A. Evaluation of Individual School System Programs.

Each local system plan must include a process for providing the local board of education and the public with information about the results of the career ladder program on an annual basis. The information must be of a type and in such form so that the board may consider modifications to the local system career ladder program plan when necessary to effect needed changes. The reported evaluative information must be made available to the citizens served by the school system.

All information on which the evaluative report is based must be made available to the Comprehensive Evaluation Review Team members for their use. The information must be retained for a minimum of six years after the school year that it describes and must be made available upon request to state department staff when reviewing the career ladder program.

The State Board of Education may prescribe requirements for the uniform collection and maintainance of data or specific records deemed necessary for the proper administration of the program. The State Board may also require one or more school systems to provide additional information under certain conditions. Examples of these conditions include:

- notification to the department by a school system staff member or citizen that a serious problem may exist.

- recognition by the department that the number of awards is substantially outside a reasonable range that might be expected within the school system.

- chronic under utilization of career ladder state funds.

- reasonable concerns which surface after reviewing a local system program or reviewing data received from a school system.

B. Evaluation of the Statewide Program

On a biennial basis, the State Board of Education will develop a detailed set of evaluative specifications and contract with a third party to design and conduct an evaluation study to assess the overall level of expertise of educators who are recipients of career ladder supplements. During the formative years of the program, the evaluation study will focus on educators who are involved in the career ladder appraisal process and who appear to be successfully progressing toward career ladder status. The evaluation study will be designed to meet current professional standards of research and will use established procedures to assure that results are representative of statewide outcomes. The biennial evaluation studies will:

- review and assess the adequacy of individual productivity plans and documented student outcomes resulting from the plans.

- observe and evaluate the classroom performance of participating teachers in relation to the recognized attributes of outstanding teachers. Other personnel will be observed and evaluated when those career ladders are implemented.

- review and assess professional growth and service efforts, especially in relation to the personal enhancement of professional skills and instructional program improvement.

- interview and analyze the individual views of participants in relation to the program purpose and the utility of the program in keeping outstanding teachers in classrooms in Georgia.

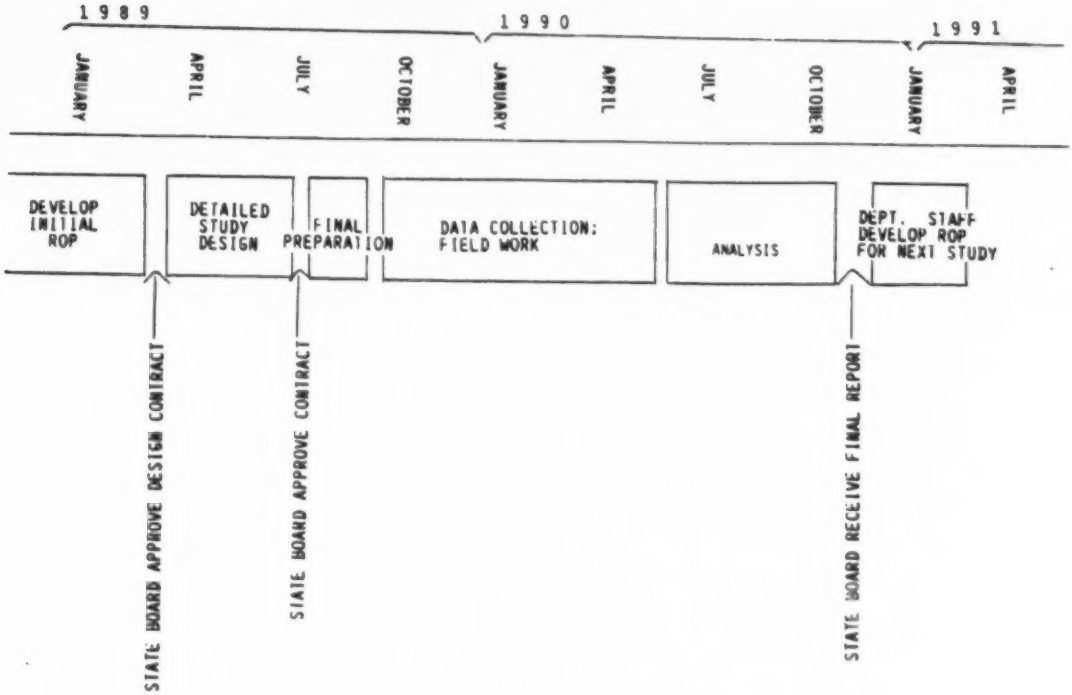
The results of the evaluation study will be given to the State Board of Education, General Assembly, Governor and the public to be used to:

- provide the basis for improving the program.

- ascertain that outstanding teachers are the recipients of the financial benefits of the program.

- enable the public and policy makers to assess the value of the program as an effective way to improve instruction and increase school system productivity.

The evaluation study will be conducted on a biennial basis in order to effectively use the results of one study to guide the development of the next. The flowchart below identifies the basic cycle that should be developed.



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APPENDIX A
Extra Responsibilities/Duties
Examples of Activities

A. Assisting Fellow Teachers

1. Mentor Teachers to Assist Beginning Teachers - Career Ladder teachers may provide an apprenticeship or induction period for beginning teachers. In providing guidance for the new teacher's first year,

   a. The new teacher gets help in adjusting to the school and support and assistance from an outstanding teacher
   b. The expertise and experience of the mentor teacher is tapped, recognized by peers, and utilized in extremely important ways

2. Peer Coaching - New structures can be created to assist teachers who are having difficulty in the classroom. Once again the experience and expertise of the career ladder teacher can be capitalized upon in important ways.

3. Demonstration Teaching - Career Ladder teachers have been identified because of their outstanding teaching skills. Structured and regular demonstrations by these teachers of effective teaching techniques would be beneficial to all teachers.

4. Teacher-to-Teacher Consultation - Following the medical model where doctors consult with each other on diagnosis and prescription, time may be set aside for career ladder teachers to be able to confer thoughtfully and reflectively with other teachers on effective practices.

5. Implementing Innovative Projects - A career ladder teacher may have researched and developed a new and innovative approach to instruction or management in their classroom. The new practice would be different from those presently in use in the school and would be aimed at changing the instructional, curricular or management strategies of teachers. The career ladder teacher may develop an approach to introduce the innovative practice through demonstration teaching, staff in-service, support, etc.

6. Inservice Delivery - This activity would capitalize on the skills of a teacher to present or facilitate workshops, seminars, inservice training sessions for colleagues, either in the same or other districts.

7. Inservice Programming - Most inservice is something that is "done to" teachers. This activity could shift responsibility of developing the school's inservice program to teachers who have demonstrated leadership in their system and have the knowledge and skills to design and present inservice programs.

B. Program Development

1. Curriculum Development - Work on areas of needed curriculum development should be done largely by the teachers who will be teaching the material and have demonstrated their mastery of instructional skills and knowledge.

2. Dropout Prevention Program Coordination - Dropout prevention has been designated as a high educational priority. Career ladder teachers may develop, implement and coordinate innovative programs for high risk students and/or students returning to school after having dropped out of school.

3. Peer Tutor Programs - Peer tutoring programs have been found to be beneficial to both the student having difficulties and the student tutor. A program for training the student tutor and the coordination of the peer tutoring program needs the expertise of an experienced, successful teacher.

4. Academic Enrichment Programs - Innovative programs enriching the learning of the students may be developed and implemented according to the identified needs of the school.

5. Substance Abuse Prevention Programs - With the national emphasis on drug abuse prevention, career ladder teachers have available resources to develop and implement curricula. Substance abuse prevention programs provide opportunities to work with parents and other social agencies.

6. Teen Parenthood Programs - Parenting classes may be developed with a variety of foci: students who are expecting babies, students with babies, and students preparing for future parenthood. The development, implementation and coordination of this program provides an opportunity for a career ladder teacher to use his/her skills to affect a large number of students.

7. Homework Hotlines - Many schools providing homework hotlines have found that both academic achievement and the attitudes of students and teachers are improved. Providing this service requires the commitment of teachers to man the telephone and of someone to coordinate and publicize the service.

8. Research - A career ladder teacher may choose to research an area which has been identified as a need of the school/school system. The teacher may review the literature and collect and analyze data from his/her own classroom, school or school system.

9. Writing Text Materials - Teachers are at the mercy of publishing companies in the quality of the textbooks they use. More practitioners could be involved in writing supplementary materials to be used in their schools. Career ladder teacher's intimate knowledge of the interest and ability levels of their students and of effective teaching strategies make them an excellent resource for this activity.

10. Test Development - The Development of student assessment measures is very complex. There are many non-traditional methods that can be used to evaluate the progress of students. Exceptional teachers like those on career ladder need to be more involved in this process.

APPENDIX B
Georgia Teacher Evaluation Instrument (GTEI)

Teaching Task I: Provides Instructional Focus

- Dimension A: Instructional Level
- Dimension B: Instructional Explanation and Practice
  1. Explanation of Content
  2. Practice or Extension of Learning
- Dimension C: Building for Transfer
- Dimension D: Promoting Engagement
- Dimension E: Maintaining Engagement
- Dimension F: Lesson Organization
  1. Initial Focus
  2. Lesson Structure
  3. Summaries

Teaching Task II: Assesses and Encourages Student Progress and Effort

- Dimension A: Monitoring Progress
- Dimension B: Responding to Student Performance
  1. Responding to Adequate Performances
  2. Responding to Inadequate Performances
- Dimension C: Supporting Students

Teaching Task III: Manages the Learning Environment

- Dimension A: Use of Time
  1. Non-Instructional Tasks
  2. Instructional Time
- Dimension B: Physical Setting
- Dimension C: Appropriate Behavior
  1. Monitoring Behavior
  2. Intervening

Scoring The Dimensions

Teacher evaluations should be based on information gained through observations of instructional and other school duties and responsibilities. Evaluations of teaching performance are recorded on the appropriate GTEI Scoring Sheets after each observation. Evaluations of general teacher duties and responsibilities are recorded on the Georgia Teacher Duties and Responsibilities Scoring Sheet before the annual evaluation conference.

Scoring Systems for the Tasks and Dimensions

Two scoring systems were pilot tested for use with the GTEI. Some pilot districts used a four-point scale while other pilot districts used a dichotomous system.

Scaled: Scoring decisions were made using a four-point scale with the following scale points:

1. Unsatisfactory
2. Needs Improvement
3. Satisfactory/Good
4. Role Model

Dichotomous: Scoring decisions were made on a yes/no basis indicating whether the teaching dimension was or was not demonstrated in a manner which allows credit to be awarded.

A FORMAT FOR A LOCAL SCHOOL SYSTEM PROFESSIONAL PERSONNEL CAREER LADDER PLAN

May 1988

This is a format for local school systems desiring to participate in the Georgia Career Ladder Program. The system must submit a plan which meets the following minimum criteria--

- be developed by the school staff
- be supported by the professional staff
- be approved by the local board
- be submitted to the State Board of Education by the local board of education

State program funds will be released to local school systems based upon approved plans and the achievement level of a system's students as compared to the expectancy level of achievement for the system's students.

The local board of education shall adopt a resolution indicating its desire to participate in the career ladder program.

a. This resolution should include the superintendent's recommendation to the local school board.

b. This resolution should be submitted to the State Board of Education.

The local board of education shall establish a planning team for the development of the Career Ladder Plan. This planning team shall consist of, at a minimum, representatives of--

a. Teaching staff
b. Administrative staff
c. Community leaders
d. Superintendent
e. Local board member or members

Professional Career Ladder Plan Format

Each local plan will contain, at a minimum, the following components which must meet the criteria established by the State Board of Education.

Part I. Direction Setting

The local professional career ladder plan should address the local school system's instructional priorities and the system's goals for professional personnel. Part I of the plan should establish the direction of the school system's career ladder program. This part of the plan should include the following components.

1.1 The local school system's instructional priorities

1.2 The goals and priorities for professional personnel

1.3 How the school system will manage the career ladder program. This section of the plan must address:

a. Joint efforts with other school systems, if any.

b. Responsibility for the program within the local system's organizational structure.

c. Role of the local school superintendent.

d. Role and various definitions of supervisor for the operation of the career ladder program.

e. Role of the local school system's personnel section, if any.

f. Role of the instructional section within the local system, if any.

1.4 The extra duties the local system needs professional personnel to perform to meet the instructional priorities or purposes of the career ladder program.

1.5 Establishing the Career Ladder Review Team(s). This section of Part I of the plan shall address:

a. Composition of the career ladder review team or teams. This should include methods for replacing members no longer able to serve.

b. Specify duties and responsibilities of the team or teams.

c. Specify duties and responsibilities of individual team members.

d. Designate duties and relationships of multiple teams within a school system if applicable.

e. Detail the proposed methods for training and orienting team(s) members.

Part II. Determine Operational Methods for the Professional Career Ladder Program

2.1 Detail methods for assessing individual teacher productivity. These methods shall include, at a minimum, consideration of:

a. Instructional goals and priorities of the local school system.

b. Results of the state evaluation system.

c. Purposes of the Career Ladder Program as enacted by the Georgia General Assembly.

d. Results of other data and priorities of the system and the community.

2.2 Specify the methods for assessing teacher performance. These methods shall include at least:

a. Detailing how student outcome and performance on the statewide testing program will be used.

b. Specifying the relationship to system instructional priorities.

2.3 Detail the methods for establishing the professional (growth) development plan.

2.4 Enumerate the method or methods the system will use in establishing professional service.

a. Relate professional service to staffing priorities.

b. Relate to extra duties needed by the system.

2.5 Explain the methods the local school system will employ for the receipt, review and approval of teacher applications to participate in the career ladder program. This methods shall include--

a. Regular applications
b. Transition period applications
c. Individual development options.

2.6 Specify the local appeal process.

Part III. Evaluation and Reporting

The evaluation and reporting system for the local career ladder program shall include at least the following:

3.1 Detail the method or methods for the evaluation of the individual participant's program.

3.2 Specify the way the local system will determine the impact the career ladder program will have had on the:

a. performance of students
b. instructional priorities of the system
c. purposes of the statewide career ladder program

3.3 Detail the methods the school system will employ to report findings of the career ladder program annually to--

a. State Board of Education
b. Staff of local school system
c. General public of local school system.

APPENDIX D

RECOMMENDATIONS OF THE CAREER LADDER TASK FORCE APPOINTED BY THE GEORGIA BOARD OF EDUCATION

SUMMARY OF RELATED PROVISIONS OF THE CAREER PROGRAMS

June 1986

Definition

The Georgia Career Ladder program is a career development program which provides opportunities for education professionals to advance in their fields of teaching, service, and leadership and to receive additional compensation based upon outstanding performance in their assigned roles, academic and professional leadership, and professional development.

Overall Purpose of Career Ladder Program

- to attract and retain competent teachers in the classroom
- to motivate high level performance in assigned professional education roles
- to recognize and reward superior performance in assigned roles
- to promote continued professional development
- to provide opportunities for education professionals to experience varied responsibilities and to share in the leadership of improving instruction within their respective schools and systems and the state

Positions Eligible for Each Career Program*

- Teachers--individuals who teach at least half-time.
- Instructional Leaders--system superintendent, systemwide position responsible for instruction (associate or assistant superintendent or curriculum director), all central system staff who are assigned instructional duties for at least half time, school principals, and assistant principals who are assigned instructional duties for at least half time.
- Non-teaching Certificated Personnel--all certificated personnel who are not eligible for the other two career programs, including general administrators.

* A person may participate in only one career program at a time.

Performance Evaluation Levels

1. Unacceptable Performance--does not meet requirements for the position.
2. Satisfactory Performance--meets requirements for the position.

3. Above-required Performance--frequently exceeds requirements for the position.

4. Superior Performance--consistently exceeds requirements for the position.

The Career Ladder Task Force recommends the State Board of Education adopt a single evaluation system to be utilized statewide in career ladder evaluations. This evaluation system for teachers must include student outcomes agreed to by the respective supervisor and teacher. The summative evaluations should be conducted by trained supervisors only, i.e., those evaluations used to determine overall annual performance level. However, local systems should be encouraged to involve peers in assessments designed solely to help an individual to improve performance (formative).

Three-Year Professional Development Plan

Components Included:

- 10 quarter credit hours or its equivalent of professional/academic development related to current position.
- personal and professional needs and goals related to current position.*
- academic and professional leadership activities and responsibilities.*

When Developed:

- plans are developed during first four months of the three-year review period.

* These components may need to be amended annually; and the other component may need to be amended as appropriate, i.e., change in assignment.

Annual Review:

- progress reviewed annually by supervisor as part of annual performance evaluation.

Completion:

- all objectives and goals to be successfully completed prior to 3-year review by the school system Career Review Team.

Academic and Professional Leadership Roles

- Activities: professional activities voluntarily selected by the individual from a list approved by the State Board with provisions for local systems to add other related activities, such as: assisting peers, membership on school or system professional committees, professional recruitment, and representing the local system at professional conferences.

- Responsibilities: professional duties assigned by supervisor from a list approved by the State Board with provisions for local systems to add other related duties, such as: assisting peers; providing leadership to a system or school professional committee; membership on a state, regional, or national professional committee; assigned instructional leadership role; staff role in a professional development program; assisting the system in research, development, and dissemination; participating in the planning or delivery of professional conferences; holding leadership position on a professional association or board; or participating in a school/community relations program.

Group Productivity

- Begins 1989-90.

- Awarded annually to personnel of a school upon evidence of a majority of students exceeding their expected outcomes.

- Awarded annually to systemwide personnel upon evidence of a majority of schools and students exceeding their expected outcomes.

- Shared equally by all certificated personnel at the respective level (system level or school level who received a satisfactory or higher annual performance evaluation for the preceding year).

Individual Productivity

- Instructional Leaders--the same student outcome assessments applied to systems and schools for group productivity will be applied to instructional leaders for their annual career program evaluations.

- Teachers--Career Ladder Task Force recommends continued development of instruments and processes to assess student outcomes in relation to the individual teacher. These assessments shall be one of the multiple criteria agreed to by the teacher and supervisor as an evaluation of classroom productivity, and may include such performance as student achievement scores on standardized tests, classroom behavior, classroom attitude, attendance and study skills; however, such assessments must include appropriate statewide assessments that are available.

Length of Career Ladder Awards

- An individual must demonstrate sustained outstanding performance over three years in order to receive a Career Ladder Supplement, and such awards shall be for a period of three years.

- So long as an individual performs at a satisfactory or higher level each year, the individual will receive an appropriate market-sensitive supplement in monthly installments for the ensuing three years. The

Task Force recommends that these market-sensitive supplements be based upon 12/12ths of the market comparable salaries. The requirement for professional development and academic and professional leadership will extend throughout a calendar year. Only an unsatisfactory annual performance evaluation would result in the individual being returned to the Professional Level.

Ensuing Evaluations After Having Received a Career Ladder Award

- The Career Ladder Task Force recommends that the State Board adopt and disseminate to local school systems guidelines for handling cases in which an individual's performance during a three-year assessment period falls below the expected level for maintaining the currently awarded Career Level. In no instance should an individual whose annual performance evaluations were satisfactory or higher be lowered more than one level on the career ladder at the end of the three-year assessment period. The State Board should also provide for a "quick recovery" for those individuals whose performance during the ensuing year or two returned to the former level, or even higher, being restored to their former career level without having to wait a full three years for such a recovery. In summary, State Board guidelines should allow for an occasional year in which performance is somewhat lower than other years--but still is at least satisfactory. Thus, such a year should result in little or no penalty.

Transfer from one Career Program to Another

- So long as the individual continues to perform at a satisfactory or higher level, the individual will receive the appropriate career level supplements for a total of three years.

- However, the person will be assiged to the new career ladder at one level lower. For example, a Career Level II teacher accepts a counseling position. That individual shall be awarded a Career Level I in Counseling but shall receive the supplement for Career Level II for the balance of the originally awarded three-year period.

- Once the original three-year award has been exhausted, the supplement will be reduced to currently-assigned level and shall be continued until three years of assessment data are available to determine the appropriate award for the ensuing three years.

Local Career Review Team

- Appointed by the local board or a consotrium of two or more local boards of small school systems, on a staggered basis

- Composition:
  -- 1 non-educator from business/professional community
  -- 1 central office administrator
  -- 1 Career III teacher
  -- 2 building administrators
  -- 1 non-teaching certificated employee
  -- 3 teachers

(By the second year of implementation of the program, all members of the Career Review Team, except the lay citizen, shall be on their respective career program.)

- Training:
  -- All members must complete career review training by the Georgia Education Leadership Academy or designee, prior to conducting official business, including review of applications or conducting interviews of applicants.

- Recommendations:
  -- The Career Review Team's recommendations ... advancement - retention - or return to a lower level ... shall be submitted to the local school superintendent, who shall submit such recommendations to the local school board. The superintendent may recommend and/or the local board may adopt a lower career level for an individual, but never a higher career level, and must submit a written justification for the change to the Career Review Team.

Appeal Process

- The career program must have an appeal process which will address the following types of appeals:
  -- An appeal to resolve conflicts related to annual evaluations.
  -- An appeal to resolve conflicts which result from recommendations made by the local system Career Review Team and/or the ensuing actions of the system superintendent and local school board regarding these recommendations.

- The State Board must adopt a process or processes which ensure a perception that such appeals are handled in an objective, fair, impartial and expeditious manner.

Transition Period

- Beginning in 1989-90 - All certificated personnel with 3 years of successful experience in current classification will be placed at the Professional Level.

- During 1991-92 Only - All teachers with 15 or more years experience and all other certificated personnel with 12 or more years of experience in their respective area are eligible to apply for Career Levels II or III. Such awards shall be based upon meeting all appropriate criteria except for the criterion of holding the next lower level for three preceding years.

- During 1992-93 Only - All teachers with 8 or more years experience and all other certificated personnel with 5 or more years experience in their respective area are eligible to apply for Career Level II. Such awards shall be based upon meeting all appropriate criteria, except for the criterion of holding Career-Level I for three preceding years.

CAREER LEVELS FOR TEACHERS

Levels	Term of Appointment	Eligibility/Retention	Roles and Responsibilities	Professional Options	Performance Supplements
Probationary (Mandatory)	3 years Non-renewable	*Hold a valid Georgia teaching certificate in the teaching field. *Pass Teacher Certification Test by end of first year.	Regular duties of classroom teacher	Advance to Professional Level or terminate	$0
Professional (Mandatory)	May remain at this level	*Successful completion of Probationary level. *Hold a valid Georgia teaching certificate. *Pass Teacher Certification Test and Teacher Assessment Instrument.	Regular duties of classroom teacher	Continue at Professional Level or advance to Career Level I	$0
Career I (Voluntary)	3 years Renewable	*Hold a valid Georgia teaching certificate. *Successful completion of 2 years on Professional level. *Evidence that classroom performance exceeds requirements for the position for each of 3 most recent years. *Evidence of exemplary academic and professional leadership in at least one activity in each of the 3 most recent years. *Completed 10 quarter credit hours or its equivalent of professional/academic development related to current position during 3 most recent years. *Submit formal declaration of intention to apply for this Career Level and apply.	*Regular duties of classroom teacher *Complete a 3-year professional development plan. *Perform academic and professional leadership roles.	Advance to Career Level II; continue on Career Level I or return to Professional Level	$3,000* *(adjust annually to remain market-sensitive)

CAREER LEVELS FOR TEACHERS

Levels	Term of Appointment	Eligibility/Retention	Roles and Responsibilities	Professional Options	Performance Supplements
		*Interviewed by the school system Career Review Team. *Recommended by Career Review Team for continuation on Level or advancement.			
Career II (Voluntary)	3 years Renewable	*Same requirements as for Career I, except for the following differences: *Successful completion of 3 years on Career I. *Evidence of superior classroom performance for at least 2 of 3 most recent years and above-required performance for the third year. *Evidence of exemplary academic and professional leadership in at least one responsibility in each of the 3 most recent years as well as one activity each year.	Same roles and responsibilities as Career Level I	Advance to Career Level III; continue on Career Level II; return to Career Level I or Professional Level	$6,000*
Career III (Voluntary)	3 years Renewable	*Same requirements as for Career II, except for the following differences: *Successful completion of 3 years on Career Level II. *Evidence of superior classroom performance for each of the 3 most recent years. *Evidence of superior academic and professional leadership in at least one activity and two responsibilities for each of the 3 most recent years.	Same roles and responsibilities as Career Level II	Continue at Career III; return to Professional Level or Career Level I or II	$9,000*

CAREER LEVELS FOR NON-TEACHING CERTIFICATED PERSONNEL

Levels	Term of Appointment	Eligibility/Retention	Roles and Responsibilities	Professional Options	Performance Supplements
Probationary (Mandatory)	3 years Non-renewable	*Hold a valid Georgia certificate appropriate for the position. *Pass Teacher Certification Test by end of first year. *Pass Assessment (if applies).	Regular duties for the position	Advance to Professional Level or terminate	$0
Professional (Mandatory)	May remain at this level	*Hold a valid certificate appropriate to the position. *Successful completion of probationary period. *Pass appropriate certification test and any assessments which apply.	Regular duties for the position	Advance to Career Level I or continue at Professional Level	$0
Career I (Voluntary)	3 years Renewable	*Hold a valid certificate appropriate to the position. *Successful completion of 2 years on Professional level. *Evidence that performance exceeds requirements for assigned duties for each of 3 most recent years. *Evidence of exemplary professional leadership in at least one activity in each of the 3 most recent recent years. *Completed 10 quarter credit hours or its equivalent of professional/academic development related to current position during 3 most recent years.	*Regular duties for the position. *Complete a 3-year professional development plan. *Perform professional leadership roles.	Advance to Career Level II; continue at Career Level I or return to Professional Level	$3,000* *(adjust annually to remain market-sensitive)

CAREER LEVELS FOR NON-TEACHING CERTIFICATED PERSONNEL

Levels	Term of Appointment	Eligibility/Retention	Roles and Responsibilities	Professional Options	Performance Supplements
		*Submit formal declaration of intention to apply for this Career Level and apply. *Interviewed by the school system Career Review Team. *Recommended by Career Review Team for continuation or advancement.			
Career II (Voluntary)	3 years Renewable	*Same requirements as for Career I, except for the following differences: *Successful completion of 3 years on Career I. *Evidence of superior performance of assigned duties for at least 2 of 3 most recent years and above-required performance for the third year. *Evidence of exemplary professional leadership in at least one responsibility in each of the 3 most recent years as well as one activity each year.	Same roles and and responsibilities as Career Level I	Advance to Career Level III; continue on Career Level II; return to Career Level I or Professional Level	$6,000*
Career III (Voluntary)	3 years Renewable	*Same requirements as for Career II, except for the following differences: *Successful completion of 3 years on Career Level II. *Evidence of superior performance of assigned duties for each of the 3 most recent years. *Evidence of superior professional leadership in at least one activity and two responsibilities for each of the 3 most recent years.	Same roles and and responsibilities as Career Level II	Continue at Career III; return to Professional Level or Career Level I or II	$9,000*

CAREER LEVELS FOR INSTRUCTIONAL LEADERS

Levels	Term of Appointment	Eligibility/Retention	Roles and Responsibilities	Professional Options	Performance Supplements
Professional (Mandatory)	May remain at this level	*Hold a valid Georgia teaching certificate appropriate for the position. *Pass the appropriate certification test. *Received satisfactory annual evaluations.	Regular duties appropriate to the position	Continue at Professional Level or advance to Career Level I	$0
Career I (Voluntary)	3 years Renewable	*Hold a valid Georgia teaching certificate. *Successful completion of 2 years on Professional Level. *Evidence that performance exceeds requirements for the current position for each of the 3 most recent years. *Completed 10 quarter credit hours or its equivalent of professional/academic development related to current position during 3 most recent years. *Student outcomes for system/school respective to assigned position have met expectations for 2 of 3 most recent years. *Submit formal declaration of intention to apply for this Career Level and apply. *Interviewed by the school system Career Review Team.	*Regular duties appropriate to the position. *Complete a 3-year professional development plan.	Advance to Career Level II; continue on Career Level I or return to Professional Level	$3,000* *(adjust annually to remain market-sensitive)

CAREER LEVELS FOR INSTRUCTIONAL LEADERS

Levels	Term of Appointment	Eligibility/Retention	Roles and Responsibilities	Professional Options	Performance Supplements
Career II (Voluntary)	3 years Renewable	*Same requirements as for Career I, except for the following differences: *Successful completion of 3 years on Career I. *Evidence of superior performance of assigned duties for at least 2 of 3 most recent years and above-required performance for the third year. *Student outcomes for system/school respective to assigned position have met expectations for 3 most recent years.	Same roles and responsibilities as Career Level I	Advance to Career Level III; continue on Career Level II; return to Career Level I or Professional Level	$6,000*
Career III (Voluntary)	3 years Renewable	*Same requirements as for Career II, except for the following differences: *Successful completion of 3 years on Career Level II. *Evidence of superior performance of assigned duties for each of the 3 most recent years.	Same roles and responsibilities as Career Level II	Continue at Career III; return to Professional Level or Career Level I or II	$9,000*